

THE MOTIVES AND SITUATIONAL FACTORS THAT  
INFLUENCE DISADVANTAGED ADULTS TO  
ENGAGE IN A BASIC ADULT  
EDUCATION PROGRAM

A THESIS  
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## DEDICATION

This thesis is dedicated to my husband, Milton, my daughter, Wanda, and my mother, Mrs. Beatrice Bogan, for all of the love, inspiration, and encouragement they gave during the writing of this research study.



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B. B. F.

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## CHAPTER I

### INTRODUCTION

#### Rationale

Persons with low educational attainment have great difficulty in meeting the economic and social needs of a modern society. They have limited adaptability to changing requirements for employment, and they frequently are rejected for military service. Those who lack an education extending beyond the elementary school are deprived of many opportunities for personal development and participation in community affairs. Often these people cannot avoid unemployment and dependency.<sup>1</sup>

Of 8,300,000 persons age twenty-five and older — more than eight per cent of the adult population — who had completed less than five years of schooling, 4,500,000 were men and 3,800,000 were women. The "functional illiterates" are concentrated mainly in the following groups: (1) older persons, both white and non-white; (2) persons living on farms, especially Negroes; (3) persons with rural backgrounds who have moved to urban centers, including Puerto Rican migrants; and, (4) migrant farm workers and other disadvantaged groups including

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<sup>1</sup> Funk W. Lanning and Wesley A. Mang, Basic Education for the Disadvantaged Adult (New York: Houghton Mifflin Company, 1966), p. 4.

Spanish-speaking persons in the western and southwestern United States. Every year their illiteracy is enacting a stiff price in wasted talent, lost wages, stifled ambitions and weakened national serenity.

The problem of limited educational attainment is not confined to particular areas or groups. Rather, it is national in scope. The mobility of the American people adds to the national character of the problem.

In 1960 the census recorded that 8,300,000 adults twenty-five years and older had less than five years of schooling and therefore, by definition, were considered functionally illiterate. Approximately 900,000 of these uneducated adults were sixty-five years and older. According to present estimates there are nearly 23,000,000 adults, aged twenty-five and older, who have completed less than eight grades of schooling. People in America are slowing down in realizing that there are millions of men and women in our country whose knowledge of the Three R's is so slight that they are badly handicapped as workers, as heads of families, and as citizens.<sup>1</sup>

In his education message of February 6, 1962, President John Kennedy described the price we pay for such educational deficiencies by saying:

The twin tragedies of illiteracy and dependency are often passed on from generation to generation. There is no need of this. Many nations — including our own — have shown that this problem was virtually wiped out.

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<sup>1</sup>Ibid., p. 5.



Lack of schooling results in lower learning capacity, higher rates of unemployment, more dependence on public welfare, higher rejections for military service, and insufficient literary skills for vocational training and re-training.

It has been shown that a direct relationship exists between an adult's educational attainment, his occupation, and consequently his earnings. The amount of formal schooling a person has received is a major determinant of his occupational group. For example, among men eighteen years old and older in 1959, sixty per cent of the twenty per cent were managers, officials, or proprietors. Among men who completed high school, but did not go beyond, a majority were found in three occupational groups: craftsmen, operatives, managers, officials, or proprietors. Those with some high school, but lacking four completed years, and men who finished elementary school, but who did not go on to high school, were most likely to have become operatives or craftsmen. Those with lesser amounts of education were mainly found—when employed at all—in farm service and in unskilled laboring jobs.<sup>1</sup>

The industrialized society of the United States is comprised of a vast network of rapidly moving delicate and complex machines and scientific apparatus. It requires for its efficient and effective operations not only by many educated and highly trained experts, but also a vast army of helpers who have an understanding

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<sup>1</sup>Edward A. Brice, "Under-Education in our American Society," The Illinois Educational Journal, (May, 1963), 387-398.

of the relation of these machines and processes and who can read directions and carry out instructions. This requires a good command of the skills of communication—often referred to as functional literacy. Increased literacy is absolutely necessary to our expanding economy and technological growth. It will broaden the understanding, widen the horizon, and increase the flexibility of our workers. It will facilitate the adjustments and retraining made necessary by technological unemployment and by the lengthened period of retirement. Basic education will open new vistas and give new hope that the rapidly growing group of older disadvantaged persons in our population need; and it will give impetus to the habit of life-long learning, thus helping to "keep the mind limber that tends to become inflexible with age".

The writer is of the opinion that if adults are to function effectively in a democracy, they must possess facts about many things and people. If they are to exercise the kind of independent judgement which our representative form of government requires and are not to be unduly swayed by the 'rabble-rousers' and the bombardment of mass media, they must think clearly and discriminatingly about those things and people. They cannot think clearly and independently unless they can participate effectively in the arts and skills of learning.

Democracy, more than other forms of government, calls for a literate population. The founding fathers recognized this; however, they did not specifically provide for its achievement in the organic law. Nevertheless, the principle has been so

generally accepted that we have established the most comprehensive system of free, universal, compulsory education found anywhere in the world. Despite this fact, we still have millions of adult Americans who suffer under the handicap of too little or no education, and this causes them to become a 'drag' on society and a potential menace to the democratic way of life.

The United States Census of 1960 indicated that there are 23.9 million adults, eighteen years of age and older with less than eight years of formal schooling. Programs should be directed especially to those within this group and who are: (1) unemployed workers, (2) under-employed workers, (3) public assistance recipients, (4) head of families.

There are many forces acting upon the individual which influence him to seek out a learning activity. Such an activity is defined as one which an individual believes has a high likelihood of producing new learning activities such as attending a lecture, reading a book, or taking a class. In other words, a motive exists. The individual then has an initial motivation; he will probably cease the learning activities and proceed to other activities. However, at any point within the scheme the individual might encounter other experiences that could either alter the initial motivation or cause him to seek out a learning activity that would better satisfy the initial motivation.<sup>1</sup>

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<sup>1</sup>Alan B. Knox and Douglas Sjorgren, "Motivation to Participate and Learn in Adult Education," Adult Education, XII, No. 4 (Summer, 1962), 39-40.

The objectives of the "Basic Education Program" are:

1. Informing citizens in skills to improve listening, speaking, reading, writing and computational skills.
2. Improving family living through consumer, sex and health education, and counseling.
3. Breaking the cycle of poverty and incorporating the disadvantaged adult into the affluent society.

The policy of the "Basic Education Program" is to center its attention on the adult. Working through the state school systems as it does, the constituents of the program are to 'stretch' the school systems to serve the total community, including the disadvantaged adult who is sometimes the product of the failure of the school system. Classes are encouraged where the participants live, especially in existing school buildings.

The classes are conducted in many community facilities including the regular schools, churches, recreational centers, halls and designed buildings. Any public facility may be used provided adequate lighting, ventilation and sanitary facilities are available. The classes are taught by teachers who are certified by the State Department of Education in local cities.

The adult "Basic Education Program" is a flexible and ungraded program. The teaching materials are constructed according to levels and are also based on the experiences of adults.

## Evolution of the Problem and Possible Contributions

The writer developed a keen interest in this problem while teaching basic education to adults at the David T. Howard Community School during the school year 1966-1967. She considered executing a study that would prove pertinent in determining what motivated these adults to return to school.

It is hoped that this study will be important to other persons who are concerned about the motives and factors which influenced adults to return to school. It is further hoped through the findings of this study that adults would succeed in occupational endeavors if an appropriate and meaningful curriculum is offered to challenge their needs.

## Statement of the Problem

The problem was designed to determine the extent to which a selected group of factors were motivational in influencing disadvantaged adults to engage in a "Basic Educational Program".

## Purpose of the Study

The purpose of this study was to evaluate the 'Basic Curriculum' in terms of expressed motivations of participating adults. A further purpose was to discover the patterns of selected factors which served as sources of motivation for the learning of adults participating in the "Basic Education Program" offered at David T. Howard Community School. More specifically, the purposes of this study were:

1. To determine the general demographic characteristics of adults who participated in such a program.
2. To ascertain the number of adults participating in this community program for the purpose of changes of activities, pursuing specific interests, meeting of new friends, or change of methods of doing things.
3. To determine if economic and political interests of these adults were sources of motivation for participating in this program.
4. To ascertain how effective this program may be to these adults' vocational and social adjustments in the community.
5. To analyze and interpret motivational patterns of the participating adults, in regard to:
  - a. a type of 'Basic Education' curriculum offered,
  - b. the possible effectiveness of such a curriculum,
  - c. the basic subjects which meet their interests,
  - d. the types of materials and equipment needed to carry out a successful program.

#### Definition of Terms

The technical terms that were used in this study are defined below:

1. "Basic Education" is the process of upgrading the functional skills of listening, speaking, reading, writing and computational skills of illiterate and under-educated adults.
2. "Disadvantaged Adults" are those persons who have been underprivileged and who have under-achieved because of some cultural lag and poor social and economic condition that exists in their surroundings.
3. "Community School" is a school which has concerns beyond the training of literature, 'right minded', and economically efficient citizens who reflect the

values and processes of a particular social, economic, or political setting. In addition to these basic educational tasks, it is directly concerned with improving all aspects of living in the community in all the broad meanings of that concept in the local, state, regional, national, or international community. To attain that end, the community school is concerned with and is consciously used by the people of the community.

4. "Situational Factors" as referred to in this study are those factors that influence the surrounding conditions, and social circumstances that contributes to the total behavioral and life status of the subjects involved herein. Examples are:
  - a. Higher educational attainment
  - b. Better community relations
  - c. Better employment
  - d. Improvement of social relations
  - e. Fair chance in a given society
5. "Motives," as related to this study, refers to a way of describing the unity of mobilization and selectivity of an individual organism as it is directed toward a given environment. These motives are comprised of several aspects of behavior: noticing, acting, feeling, and thinking which persist over a period of time while the individual is aspiring to reach a definite goal.

### Limitations of the Study

This study was confined to seventy adults who participated in an adult basic education program offered at a local community school. It was limited, further, to the opinions and motives of the seventy participating adults who engaged in activities at this community school. The basic data was derived from questionnaires and interviews administered and constructed by the writer.

### Subjects and Locale

The locale of this study was a community in the southeastern part of Atlanta, Georgia, situated approximately four miles southeast of the university system. This community is comprised of both commercial and residential areas. Over half of the families in this area are of low income status and live in low rent housing projects or low rent apartments. The subjects used in this study were seventy adults who had little or no formal training prior to attending this community school. These subjects had lived in this community from one to fifteen years or longer. A large number of adults worked outside the community. There were a few who were engaged in skilled labor, or business. These few who were engaged in skilled jobs included bricklayers, taxi drivers, plumbers and welders. However, most of the adults were engaged in unskilled labor and domestic work. The total income of these adults ranged between 1,000 and 2,500 dollars per year.



### Methods of Research

The Descriptive-Survey Method of Research was utilized in this study. Questionnaires and interview techniques were used to assemble, tabulate and record the necessary findings.

### Instruments used in the Study

The instruments used for collecting the data necessary for this investigation was a questionnaire constructed by the writer. Questionnaire items were designed which were suitable for obtaining data describing certain motives and situational factors which were thought to be contributory in influencing adults to participate in a "Basic Education Program." These questions were based on the purpose of the study. The construction was such that opinions could be indicated by checking the various items with a minimum of writing.

### Procedural Steps

The following prodecural steps were used in conducting this study:

1. Permission to conduct this study was secured from the proper school authorities.
2. Literature related to this study was surveyed, and summarized.
3. A questionnaire was developed and administered by the researcher to seventy adults who attend a local community school.

- a. The researcher felt that better results would be obtained by rating the entire population of participants of the "Basic Education Program" rather than the seventeen taught by the researcher.
- b. The researcher suggested that each subject read the items on the questionnaire completely before deciding on an answer.

The questionnaire was followed by an interview designed by the writer. These interviews were taped for future clarity. The writer gathered further important information from the oral interview that helped in the explanation of points which the respondents did not make clear or apparently misunderstood while completing the questionnaire.

#### Survey of Related Literature

The survey of literature was made in order to facilitate the development of a proposed plan for formulation of this research study.

The related literature for this study is presented under the following headings:

1. The importance of an adult education program; its nature and purpose.
2. Motivational forces which influence adults.
3. The community centered school.
4. Research on the interest of adults and education.

human dignity to all.<sup>1</sup>

An adult education program should have as one of its major purposes the planned coordination of community group efforts. That cooperative group activity directed toward the solution of common group problems is essentially democracy in action and the proper objective of education should always be the furtherance of democratic living.<sup>2</sup>

Lanning and Mang stated that there are many reasons why adult education is currently receiving major attention in America not only from educators but from legislators and industrial leaders as well. Adults wish to return to school in order to survive occupationally, intellectually, and spiritually. What was good for their fathers is far from good enough for them. So adults 'take classes' or enroll in demanding programs of studies in order to advance themselves materially or to gain self-confidence and self-respect. These people are already literate and are obviously concerned with improving themselves intellectually and vocationally. This most encouraging aspect of adult education is certain to increase in significance as occupations change, knowledge increases and life, generally, becomes more complex.<sup>3</sup>

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<sup>1</sup>William S. Townsend, "Toward Full Equality: Labor Works for Democratic Adult Education," Adult Education Journal, IV (October, 1946), 162-164.

<sup>2</sup>Bernard L. Smith, "Coordinated Community Group Action is Functional Adult Education," Adult Education Bulletin, VIII, No. 4 (April, 1949), 113-116.

<sup>3</sup>Funk W. Lanning and Wesley A. Mang, Basic Education for the Disadvantaged Adult (New York: Houghton Mifflin Company, 1966), p. 4.

The importance of adult education  
its nature and purpose

The basic purpose of a public school program is to help the individual adult develop his abilities in such ways that his life becomes more satisfying to himself and his community is enriched by his increased knowledge or skill. Whatever courses or activities are offered may well be judged as good, bad, or indifferent means to this end. As a matter of necessity, there must be and there will be specific objectives that vary within the same subjects or courses in relation to individual differences, social changes, and available facilities. However, this basic purpose of a public school adult education program should be an ever-present consideration permeating all activities and influencing all decisions.<sup>1</sup>

Townsend states that the primary purpose of adult education is to serve as a channel whereby adults learn to understand, live with adults learning to understand, live with and tolerate each other, bringing a new dignity and well-being to all. While improving an individual's cultural development or mechanical aptitude may serve as a worthwhile immediate purpose, it is dwarfed into significance when faced with the tremendous program of adequate group understanding of the nature of the world we live in, and why the vast resources of that world should or should not be harnessed to bring new freedom, security and

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<sup>1</sup>Clyde M. Hill and S. M. Brownell, "Report of the Cooperative Study of the Lincoln Schools," Adult Education, XI (Lincoln, Nebraska: Board of Education, 1945-1946), 94-96.

An inability to read or write properly doesn't affect the experience of a freight loader, a mule skinner or a cotton picker. But what about these under-educated workers when—if like a farm laborer—they are replaced by a wind machine for harvesting grapefruit, a power drill that picks blueberries, or an electronically controlled asparagus cutter? These aren't gadgets on a drawing board; they are being used this year. The asparagus cutter in fact, has received its baptism in my own state, New Jersey.

When these machines appear in the fields, on the docks and in factories, the workers—particularly the unskilled and under-educated—depart. They enter the job market and suddenly their lack of education looms as an impossible hurdle.<sup>1</sup>

Ernest Green states that adult education has had least success among the unskilled workers because they comprise the indifferent and indolent of mind. That is why most of them are unskilled workers.<sup>2</sup>

Luke stated that an increasing number of the under-educated will return to school during the coming year. These second-chance students should be exposed to a new curriculum, a curriculum planned to help individuals develop constructive and wholesome attitudes toward work to provide them with the types of liberal education experiences designed to make them effective participants in community and family life processes, and to enable them to help bring about constructive democratically inspired social change. The kind of education needed to meet the

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<sup>1</sup>Frank Thompson, Jr., "Adult Education," Adult Leadership, (June, 1963), 45-50.

<sup>2</sup>Ernest Green, "Apathy and the Educationally Under-Privileged," Adult Education: Why This Apathy? (London: Uruin Brothers, 1953).

urgency and seriousness of soaring social problems must move out into the community and provide new alliance between the voluntary association in the community where many attitudes, motives, and opinions are changed and formed.<sup>1</sup>

The scope of adult education is determined primarily by the standard education required by a state or county through constitutional provisions. In some countries when there is found a high illiteracy rate, the basic subjects: Reading and Writing, may be considered adult education. Also, adult education supplies the needs of vocational training in those states and countries where provisions are not made for it.<sup>2</sup>

Today, adult education is getting strong and willing support from the universities, high schools, labor and civic, cultural and community organizations. One might well ask, "Why the phenomenal growth in adult education?" The answer in part lies in the fact that great financial depressions are potent causes for more heightened and serious thinking of the public.<sup>3</sup>

Many communities have provided opportunities for the advancement of adults seeking further education. Outstanding among these communities are Baltimore, Maryland; Cleveland, Ohio; Gary, Indiana; New York; and, Atlanta, Georgia. Adult education

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<sup>1</sup> Robert A. Luke, "The Signs of Revolution in Public School Education," Adult Leader, XIII (January, 1965), 237-238.

<sup>2</sup> Eli Ginsberg and Douglas Bray, The Uneducated (New York: Columbia University Press, 1953), p. 60.

<sup>3</sup> Ibid., p. 12.

in these communities is provided on various levels of experience. To meet the needs of those who have little or no school, adult elementary schools are provided; to serve those who did not complete high school, adult community schools are provided. Opportunity is also provided for higher education. Many community schools offer courses in the trades, and in commercial and vocational pursuits.

Johnson puts it this way:

Adult education was important when America was young. It becomes more important every year, as life and learning become more complicated. In an aristocratic state it may be possible to leave politics and economics to a small select class. We Americans are committed to democracy, and in a democracy the people cannot leave it to the rulers to decide on political issues. With due respect to our great leaders who are seeking a way toward peace, the responsibility for achieving world peace rests with us, the people. We cannot carry this responsibility properly unless we educate ourselves. We cannot count on peaceful settlement of the issues between principle and capital, between races and religion unless serious education is widely diffused among us.<sup>1</sup>

In Chicago where seventy-seven per cent of the population is on relief, the Cook County Department of Public Aid spends \$16.5 million per month on welfare payments. The majority of these payments go to able-bodied adults who are unemployed.

A series of studies revealed that most of those unemployed adults not only have any job training, but neither could they read or write well enough to get and hold jobs.

In September of 1963, 381 under-educated welfare recipients in Cook County were told that they must go to school or forfeit

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<sup>1</sup>Alvin Johnson, The Clock of History (New York: W. W. Norton, 1946), p. 225.

their relief checks. The program has been so enthusiastically received that some 7,000 men and women are now attending evening classes in basic education in ten public school facilities. Because so many persons on relief have the opportunity to learn, the problem of the inadequately educated is a challenge to the educational resources of the entire community.<sup>1</sup> The studies there have shown that as much emphasis and skill must be directed toward the education and training of the disadvantaged adult, as directed toward the education and training of children.

A whirlwind of changes is sweeping away customs, ideas, methods and convictions we all grew up with. The moon, which—in our day—was a favorite word in popular songs, is now a place where man will soon set foot. The problems of teenagers and oldsters confound us. Machines that package products, keep records, make the telephone calls, and type letters threaten jobs and make retraining necessary for millions.

Eleven million adults age eighteen and over are functional illiterates who find it impossible to learn marketable skills because of their inability to read or write as well as the average fifth grader. Every year work opportunities dwindle for 58.6 million Americans who have not finished high school.<sup>2</sup>

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<sup>1</sup>Delon J. Brooks, Jr., "Helping Cook County's Culturally Deprived Adults," National Education Journal (April, 1963), 29.

<sup>2</sup>Paul L. Essert, Creative Leadership of Adult Education (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1955), p. 93.



What is being done for them? Approximately 449,000 men and women are finishing elementary and high school through adult classes. Another 932,000 adults attend public school business, trade, industrial and technical courses. However, these two groups combined represent only a little over two per cent of the under-educated.

It is sad but true, that many voters base their voting decisions on scanty information, prejudiced opinions, hearsay, or hope of personal advantage. The average voter confronted with problems infinitely complicated has difficulty becoming well informed without outside help and information.<sup>1</sup>

An unpublished thesis by Hudson revealed the economic status, as well as, the previous educational experiences of the adult student seems to have a great effect upon his participation in cultural interest and educational activities.<sup>2</sup>

A study designed to reveal certain socio-economic factors influencing the participation or non-participation of adults in educational and cultural activities was made by Kaplan in Springfield, Massachusetts in 1943. He found the following factors to be outstanding:

- (1) A strong association between the amount of previous educations and participations in educational activities—those persons who had previous education showed more participation was closely associated with

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<sup>1</sup>Robert F. Schenz, "Under-Educated Adults," National Educational Journal (May, 1963), 19-20.

<sup>2</sup>Frank Hudson, "A Study of Certain Characteristics of 160 Adult Students Enrolled in Public Night School for Negroes in Orlando, Florida from 1949 through 1950," (unpublished Master's thesis, School of Education, Atlanta University, 1950).

economic status.

- (2) The data on association between occupation revealed pertaining to the characteristics of the adult student.<sup>1</sup>

Some communities in this country have adult programs of an astonishing vigor and variety. In Denver, the adult school occupies an entire city block and enrolls approximately 70,000 men and women annually. In Los Angeles 170,000 adult residents are enrolled in a program that offers 761 courses ranging from parent education to Chinese and machine tool design.

Every state in the union has at least one community with an outstanding education program for adults. Some states have many such programs. What these communities have done can be done to a greater or lesser degree by any school district. It is a direct way to work closely with business, industry, social agencies, and professional organizations in bringing the advantages of continuing education to all adult Americans.<sup>2</sup>

Motivational forces which  
influence adults

Even the earliest observers of human behavior recognized certain springs of action that cause people to do the things they do. For many centuries the urge that drives man to action was attributed to gods and spirits, both good and evil. Modern

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<sup>1</sup> Abraham Abbott Kaplan, "Socio-Economic Circumstances and Adult Participation in Certain Cultural and Educational Activities," Adult Leader (New York, 1944), p. 40.

<sup>2</sup> Ibid., p. 15.

psychological observation and experimentation have been able to make these forces understandable by isolating them, describing them, and to some extent, testing and controlling them.

Knowles states that there are basic needs which motivate the individual.

1. Physical needs. These are the most easily observed and most consciously experienced needs. Everyone knows that when he feels hungry he wants food. The same kind of feeling immediately occurs with thirst, fatigue, and peristaltic movements. Physical needs are a compelling source of motivation for a large share of men's actions.
2. The growth urge. The growth urge explains many things people do. The mature adult who 'can see no future' for himself is a familiar, pitiful figure in psychological clinics. Without some future to grow to, life becomes less worth while. Even in old age there is apparently a need to keep growing. Recent studies of retired persons reveal that those who have some secondary purpose in life toward which they can continue to strive to succeed in making a happy adjustment. The urge for growth is an especially strong motivation for learning, since education is—by definition—growth: The knowledge, skills, attitudes, understandings, and appreciation. The mere act of learning something new gives one a sense of growth.
3. The need for security. It has long been recognized that there is a strong instinct for self-preservation in all animal life. The need for security includes the need for physical safety but goes beyond it into the area of psychological security. It is this need which motivates people to be cautious and conservative, to avoid 'going out on a limb'. Because of it we are likely to feel most comfortable in work that is systematic and in surroundings that are orderly. The need for security also explains, in part, our strong desire to accumulate property, our interest in insurance, and the popularity of welfare legislation.
4. The need for new experience. While man seeks security, he also craves excitement, adventure, and activity. We become bored with too much routine, too much security. A child can sit still just so long before he has to get up and do something—anything. Similarly, an adult cannot be confined to the home or the office very long before he finds himself planning some kind

of diversion. Because of the need for new experience we are motivated to seek new friends, new interests, new ways of doing things, and new ideas.

5. The need for recognition. This desire motivates men to strive for position in their social group and in the larger community. It causes them to seek and enjoy attention, such as 'showing off', monopolizing conversations and discussions, and wearing conspicuous clothing, as well as, in constructive ways, such as excelling in their jobs or becoming leaders in their communities.<sup>1</sup>

These universal needs have their great significances for adult education as the source of motivation for learning. It should be noted, however, that while they appear to be common to all human beings, each person's particular pattern of needs is uniquely his own and is constantly changing.

#### The community-centered school

The community-centered school is attempting to serve persons of all age levels in the evening as well as during the day.

There have been considerable verbal gymnastics in the use of the term "community school". Many school systems throughout the country make the claim that their systems and/or educational program follows this pattern. In a majority of instances, however, little has been done to eliminate the dichotomy of communities and their centers of learning. The schools in most cities, large or small, remain in the bastions of 'book learning', and as such, are set apart as something outside of the 'important' process of making a living which adults go through.<sup>2</sup>

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<sup>1</sup>Malcolm S. Knowles, Informal Adult Education (New York: Associated Press, 1950), pp. 12-15.

<sup>2</sup>Paul R. Hanna and Robert A. Nasland, "An Orientation to the Community School Concept," The Community School, Fifty-Second Yearbook of the National Association for the Study of Education, Part II (1953), p. 50.

as psychological entities. The emphasis is upon the uniformities of interests as compared with some psychological variable, and the aim is to uncover the precise nature of interest as a human capacity. This is primarily the domain of psychologists and with them seem to lie the burden of the definition of interests, as distinct from/or related to motivation, needs and attitudes.

(3) The study of interests has also been approached by sociologists concerned with variations in interests according to social group characteristics; with regard to the individual, the emphasis is upon the variation of interests according to his social roles. The more refined research in this field, as it has developed and as it contains significance for adult education, takes into account the established concepts from each of these approaches and applies them to the study of interests.<sup>1</sup>

#### Summary of Related Literature

Adult Americans have lived, though few of them realize it, through a period of change momentous enough to be termed what has become a social revolution: Many in the country in which we now live, however, still lack the training necessary either for living the full life that the economic abundance makes possible, or for performing in a sufficient quantity of numbers some of the most essential tasks in a complex society. If the world were moving at a slower rate, we might be tempted to write off

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<sup>1</sup>Edmund deS. Brunner, An Overview of Adult Education: Research (Chicago, Illinois: Adult Education Association of the U. S. A., 1959), pp. 62-63.

The community school is one in which children and adults learn to utilize the educational process as a dynamic means for improving the individual's own life; that of his community and, ultimately, the region, nation and the world.

This school uses the community as a living laboratory for vital learning. The required core of its curriculum is likely to revolve directly around the fundamental processes and problems of life such as sharing in citizenship, earning a living, rearing children, communicating ideas, and using leisure time creatively.

For many adults, this will be merely the core of a much wider curriculum that will include wider mathematics, sciences, history, economics, political science, psychology, sociology, and foreign language.<sup>1</sup>

Research on the interests  
of adults and education

The interests of an adult which lie outside his occupation determine to a considerable degree how he spends his leisure time, assuming that both the opportunity and the motivation to pursue his chief interests are present. The concern of the adult educator in adult interests is therefore practical and immediate. In effect, he is competing for the time investment of concrete individuals in some educational activity within delimited possibilities.

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<sup>1</sup>Robert L. Smith, "Is the Community School 'Anti-Intellectual'?", The Education Digest, XXIV (December, 1958), 4.

Philosophers, psychologists and social theorists have filled the literature with speculations and insights about the function of interests in human life and have produced a plethora of concepts; many vague, some contradictory. However, to the adult educator, there are three questions which appear basic:

1. What are adult interests? This question is basic to any other, but it is often asked alone. This descriptive answer in terms of one community, of which there are many examples,<sup>1</sup> can be useful, especially for administrative purposes, but any dynamic implications about the educational process which might be drawn from it extend its scope into at least one of the following research questions.
2. How do adult interests affect participation, learning, or more generally, personal and social adjustment? This general formulation subsumes a variety of important questions, each with its own specifications, some discussed elsewhere in this report.
3. How may adult interests be aroused, sustained, modified or changed? Their practical significance emerges to the extent that interests may be found to have independent positive effects in the processes of educational activity or personality adjustment. If interests do play a part in, for instance, educational participation, then it is important to know to what extent they may be aroused or modified to this end.

Research seeking to answer these questions has proceeded from several sources: (1) surveys by practitioners in various fields of participation (i.e., librarians, radio program-planners, vocational counselors, etc.), (2) studies concerned with interests as related to other characteristics of individuals

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<sup>1</sup>H. Barron, "A Study of Adult Educational Interests and Programs in Salt Lake County," (unpublished Ph.D. dissertation, University of Utah, 1954). and R. A. Wilkins, "A Study to Determine the Adult Education Needs of Providence Rhode Island," (unpublished Ph.D. dissertation, Boston University, 1955).

the under-educated portion of the world and wait until new changes come. But a country as great as the United States cannot ignore nor postpone a generation such as this: The task of technical and economic, cultural and political education that urgently demands more skills. It is then necessary for leaders of communities to develop the human resources available in that portion of the adult population capable of contributing more fully to their own welfare and that of their society.

The proper planning of educational experiences, however, is conditioned not only by the motives that bring students to classes, but the desirable outcomes of their educational activities as well.

The life activities and responsibilities of younger people may be so different from those of their elders that educators concerned for their welfare may want them to read and write about different things. Yet, the demands of life for which illiterates should be preparing themselves to read and write, may vary more between groups than between different individuals in the same group. Consequently, just age distribution, in and of itself, seems an insufficient base either for planning the curriculum or for its critical evaluation.

Since we have the great opportunities and the awesome responsibilities a free society offers, it should be clear that continuous learning is necessary if people are to live in a community, manage their own affairs, and have something to say about the operation of the society of which they are a part.



The adult learner will respond with more enthusiasm if he is treated as a full partner in the educational enterprise. The adult who can take advantage of a variety of experiences in his community will be easier to discover and meet his desired needs. They will be involved not only in learning a particular subject, but also in learning how to accept and discharge the responsibility placed upon them.

All adult education programs should make a continuing attack on ignorance, disease, superstition, and enslavement of mind and spirit. Their purpose is to liberate people, to provide creative opportunities for utilizing their talents and energies, to help them learn to play their roles as dignified human beings and as citizens in a society in which they can have some control of the society forces operating on each of them, and to show them how to do all this with the intelligence that will benefit human dignity.

## CHAPTER II

### ANALYSIS, TREATMENT AND INTERPRETATION OF DATA

#### Introductory Statement

The purpose of this chapter is to present information obtained from an investigation seeking evidence of factors which proved influential in motivating a group of adults in a local community to participate in a "Basic Education Program".

The subjects used in this investigation were seventy adults, who were participating in an "Adult Basic Education Program" offered at the David T. Howard Community School. Twenty males and fifty females were among those who participated in the study.

The instrument used for collecting data necessary for this investigation was a questionnaire constructed by the writer. Questionnaire items were designed which were suitable for obtaining data describing certain motives and situational factors which were thought to be contributory in influencing adults to participate in a "Basic Education Program". These questions were based on the purpose of the study. The construction was such that opinions could be indicated by checking the various items with a minimum of writing. For purpose of validation, the questionnaires were given to a group of adults, who were not participants in this study. Revisions were made in the

questionnaire where necessary; then they were submitted to the seventy subjects in the presence of the writer. The subjects were asked not to sign the questionnaires as names were not of importance.

Seventy questionnaires were returned to the writer. Following the questionnaires an interview was held with each subject for clarity of items on the questionnaire and oral reactions to any stated item. These interviews helped the writer in understanding responses made by subjects on questionnaires where responses were not made clear.

The order of the presentation and interpretation of the data in this chapter will follow the sequence as set forth in the questionnaire. In order to bring the sequence closer to the point of action the sequence being reiterated herein:

(a) general demographic characteristics of adults; (b) educational data; (c) educational drives; (d) economic status; (e) political interests; (f) the effectiveness of the program upon participating adults. In the remaining sections of this study the presentation and analysis of the data follow the sequence of data categories.

#### Demographic Characteristics and Background Data Relevant to Subjects Used in the Study

The following information was concerned with background data identifying the general demographic characteristics of the adults participating in this study. These data describe the essential base of information upon which interpretations of the findings of this investigation must be made. Reported in this

section will be specific and summary data concerning: (a) place of birth; (b) sex and marital status of adults; (c) health and physical status; (d) age range of adults; (e) position held in family; (f) length of time at present address; (g) number and sex of children in home; (h) religious preference; (i) distribution of homeowners and those who rent.

#### Place of birth

An analysis of the early environment of the subjects in this study as presented in Table 1 shows that fifty or 71.42 per cent were born on a farm. Ten or 14.28 per cent of the adults were born in a small town with a population under 5,000, and ten or 14.28 per cent were born in a city with a population ranging between 5,001 to 10,000. Most of the adults in this study were born on farms and migrated into the metropolitan area.

TABLE 1

#### DEMOGRAPHIC DESCRIPTION OF PLACE OF BIRTH OF THE RESPONDENTS

Place of Birth	No. of Adults	Percent of Total
Farm	50	71.42
Village	0	
Small Town (population under 5,000)	10	14.28
City (population 5,001 to 10,000)	10	14.28
Metropolitan area (population over 10,000)	0	
Total	70	99.98

Generally, it is believed that wide variation in early environment is of value because of the range of different motives and experiences which would prevail.

Sex, marital and demographic characteristics of adults

Table 2 is a summary of marital status of respondents involved in this study. Twenty or 28.70 per cent were male and fifty or 71.42 per cent were female. The data further indicated the female population or respondents were 2.5 times the male population of the respondents.

TABLE 2

SEX, MARITAL, AND DEMOGRAPHIC CHARACTERISTICS OF  
THE RESPONDENTS

Sex of Respondents	Number	Per Cent of Total
Male	20	28.57
Female	50	71.42
Total	70	99.99
Marital Status		
Single	20	28.57
Married	30	42.85
Divorced	12	17.14
Separated	5	7.14
Widowed	3	4.29
Total	70	99.99

In general the marital status of the adults participating in this study revealed a high percentage of adults were married. The data in Table 2 indicated that twenty or 28.57 per cent of

the adults were single. Thirty or 42.85 per cent of the adults were married. Fourteen or 20.00 per cent were divorced. Five or 7.14 per cent of the adults were separated and four or 4.29 per cent were widowed. Inasmuch as 42.85 per cent of the adults participating in this study were married, one general conclusion is that great stability in remaining together as a family prevailed.

#### Health and physical status

It was significant to observe that the data in Table 3 indicated sixty-five or 92.86 per cent of the adults within the boundaries of their awareness were free from overriding physical difficulties. Wherein only five or 7.14 per cent of the adults had some physical disabilities.

TABLE 3

#### HEALTH AND PHYSICAL STATUS OF ADULTS

Stated Physical Disabilities	No. of Adults	Per Cent of Total
Yes	5	7.14
No	65	92.86
Total	70	100.00

#### Age distribution of respondents

It was observed during the investigation of this study that most of the adults were of middle age. Out of the seventy respondents in this study twenty or 28.57 per cent were between forty-six and above. Presented in Table 4 will be the age

TABLE 4

## CHRONOLOGICAL AGE DISTRIBUTION OF RESPONDENTS

Age of Respondents	No. of Respondents	Per Cent of Total
18 to 25	10	14.29
26 to 30	5	7.14
31 to 35	5	7.14
36 to 40	15	21.43
41 to 45	15	21.43
46 and above	20	28.57
Total	70	100.00

distribution of the respondents. Thus, it is concluded that more adults of middle age and older were motivated to return to school over and above the 14.29 per cent or ten who were relatively young.

Position held in family

Table 5 presents distribution of position held in family by male and female adults. The data indicated that twenty five or 37.57 per cent of the adults were heads of households and primary wage earners; 14.29 per cent were primary wage earners, but not heads of households, and twenty or 28.57 per cent were neither heads of households nor primary wage earner. Thus, the writer concluded that the primary position held in the family lies with the male respondents investigated in this study.

TABLE 5

## DISTRIBUTION OF POSITION HELD IN THE FAMILY BY THE RESPONDENTS

Position Held in Family	<u>Male</u>	Per Cent	<u>Female</u>	Per Cent	Total No.	Per Cent of Total
Head of Household and Primary						
Wage Earner	15	21.43	10	14.29	26	35.57
Head of Household, but not						
Primary Wage Earner	5	7.14	10	14.29	15	21.43
Primary Wage Earner, not						
Head of Household	5	7.14	5	7.14	10	14.29
Neither Head of						
Household, nor						
Primary Wage Earner	10	14.29	10	14.29	20	28.57



TABLE 5--Continued

Position Held in Family	<u>Male</u>	Per	<u>Female</u>	Per	Total	Per Cent
		Cent		Cent	No.	of Total
Total	35	50.00	35	50.00	70	99.86

273. Few Betty Bogan

The motives and situational factors that influence disadvantaged adults to engage in a basic adult education program. 1968. 105 p.

Length of time adults  
lived at present address

The significance of relative stability of a family is closely related to the cluster of implications surrounding low educational levels, minimal incomes, and menial occupations. In addition to these implications, lack of stability of residence, breeds other disadvantages such as: lack of interest in any educational experiences, economic confusion, and social adjustment problems. The factors may well negate motives for any type of self improvement among adults investigated in this study. Table 6 shows the length of time that subjects participating in this study had lived at their present location.

TABLE 6

LENGTH OF TIME ADULTS LIVED AT PRESENT ADDRESSES

Years Lived at Present Address	No. of Adults	Per Cent of Total
Less than 1 year	15	21.43
1 to 5 years	17	24.29
6 to 10 years	15	21.43
11 to 15 years	10	14.29
16 to 20 years	7	10.00
More than 20 years	6	8.57
Total	70	99.01

The data in Table 6 showed that of the seventy adults who participated in this study, fifteen or 21.43 per cent lived at the present address less than one year; seventeen or 24.29 per cent of the adults lived at the present location from

one to five years; fifteen or 21.43 per cent from six to ten years; ten or 14.29 per cent from eleven to fifteen years; seven or 10.00 per cent sixteen to twenty years; six or 8.57 twenty years or longer. Further, Table 6 shows that fifty per cent of the adults studied had not lived in the same location for more than five years.

Distribution of the number of  
children in home by sex

From observation during this investigation it was found that the number of children of most of the subjects were relatively small. There were only seventy children distributed among the seventy homes; twenty or 28.57 per cent of the subjects investigated in this study had no children. Further, Table 7 shows that there were three per cent more females in the

TABLE 7

DISTRIBUTION OF THE NUMBER OF CHILDREN IN THE HOME OF THE  
ADULTS DESIGNATED ACCORDING TO THEIR SEX

No. of Children	Males	Per Cent	Females	Per Cent	Total %
None	13	18.57	7	10.00	28.57
One to three	16	22.86	18	25.71	48.57
Four to six	10	14.29	6	8.57	22.86
More than ten	0	0	0	0	0
Total	39	55.72	31	44.28	100.00

home than boys.

The data in Table 7 showed that out of the seventy homes there were thirteen or 18.57 per cent with no males, seven or 10.00 per cent with no females. Sixteen or 22.86 per cent were

males between the numbers of one and three; eighteen or 25.71 between the numbers of one and three were girls; ten or 14.29 per cent between the numbers were boys. Six or 8.57 per cent between the numbers four and six were girls.

#### Religious preference of adults

In Table 8 is shown the distribution of the religious preference of adults investigated in this study. There, the data indicated that thirty or 42.85 per cent of the adults

TABLE 8  
DISTRIBUTION OF THE RELIGIOUS PREFERENCES  
OF PARTICIPATING ADULTS

Denominations	Number	Per Cent Total
Roman Catholic	5	7.14
Presbyterian	0	0
Methodist	25	35.71
Baptist	30	42.85
Congregationist	0	0
Seven Day Adventist	4	5.71
Church of God in Christ	6	8.57
Total	70	98.98

preferred the Baptist religion. Twenty five or 35.71 per cent indicated Methodist religion. The other adults indicated religious preference as follows: five or 7.14 per cent Roman Catholic; six or 8.57 per cent Church of God in Christ; four or 5.71 per cent, Seventh Day Adventist. Thus, it is noteworthy that all members of the adults investigated in this study had

preference for church denominations or "faiths".

Residential status of adults

Nearly the entire population of the seventy adults investigated in this study rented their homes. There was a housing shortage in this community which prohibited many adults who desired to purchase homes. Low income housing units and apartments were dominant as the source of residential survival. Very few families had been stimulated to move to other locations.

TABLE 9

DISTRIBUTION OF ADULTS' RESIDENTIAL STATUS

Residential Status	Number	Per Cent of Total
Own	4	5.71
Rents	64	91.45
Total	70	97.16

Educational Data

This section will be concerned with general educational background of the adults investigated in this study. Reported in this section will be specific and summary data concerning: (a) grade level completed in school (b) numerical order of subject preference (c) numerical order of subjects liked least (d) reasons for stopping school (e) preference of books (f) choice of newspapers and/or magazines.

Grade level completed in school

Authorities in the field of adult education are now providing useful educational experiences for a continuation from whatever level at which the adult may have discontinued formal schooling. A close relationship must exist between the school drop-out and his opportunities for a "second chance" education.

The data in Table 10 showed that thirty or 42.85 per cent stopped in the primary grades one through three; twenty three or 32.85 per cent stopped in the intermediate grades four through five; seventeen or 24.28 per cent stopped in the upper

TABLE 10

DISTRIBUTION OF GRADE LEVELS COMPLETED BY ADULTS

Grade Levels Completed	Number	Per Cent of Total
Primary Grades 1 - 3	30	42.85
Intermediate Grades 4 - 5	23	32.85
Upper Grade Level 6 - 8	17	24.28
Total	70	99.98

grades six through eight. Further, Table 10 indicates that most adults in this investigation stopped in the primary grades.

Numerical order of  
subject preference

An educational situation which provides for the acquisition of the ability to read and write may open up new vistas and possibilities. Using this newly acquired tool, adults may proceed on their own to become full persons,

conversant in working with others to make it yield its potential largesse to all.

The data in Table 11 showed that of the seventy adults who participated in this study fifty or 71.42 per cent preferred mathematics as first choice, ten or 14.29 per cent as second choice; five or 7.14 per cent as third choice; or 7.14 as fourth choice. Fourteen or 20.00 per cent preferred language arts as first choice; twenty or 28.57 per cent as second choice; six or 8.57 as third choice; thirty or 42.86 per cent choice preferred language as fourth choice. Three or 4.29 per cent preferred science as first choice; six or 8.57 preferred science as their second choice; fifty five per cent or 78.57 preferred science as fourth choice. Six or 8.57 per cent preferred social studies as first choice; seven or 10.00 per cent chose social studies as their second and third choices; fifty or 71.42 per cent preferred social studies as fourth choice. Further, Table 11 indicates that fifty per cent of the seventy adults investigated in this study preferred mathematics as first preference.

Subjects of least preference  
chosen by adults

The lag in subject preference was expected. Certainly it was nothing for the researcher to groan too loudly about, especially in view of the elementary curriculum in the past where reading, writing and arithmetic were taught in isolation. Now, in contrast, subjects are usually taught as inseparable aspects of the contronted tasks at hand.



TABLE 11

DISTRIBUTION OF NUMERICAL ORDER OF  
SUBJECT PREFERENCE

Subject	<u>First Choice</u>		<u>Second Choice</u>		<u>Third Choice</u>		<u>Fourth</u>		Total	Per Cent
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
Mathematics and/or arithmetic	50	71.42	10	14.29	5	7.14	5	7.14	70	99.99
Language Arts English, Reading Writing	14	20.00	20	28.57	6	8.57	30	42.85	70	99.99
Science (General)	3	4.29	6	8.57	6	8.57	55	78.57	70	100.00
Social Studies (History, Geography)	6	8.57	7	10.00	7	10.00	50	71.42	70	99.99

Table 12 shows the distribution of subject of least preference chosen by the adults investigated in this study. Five or 7.14 per cent preferred mathematics as their first least preference; five or 7.14 per cent preferred mathematics as their second least preference; ten or 14.29 per cent as third least preference; fifty or 71.42 per cent preferred mathematics as fourth least preference. Thirty or 42.85 per cent preferred language arts as first least preference; six or 8.57 preferred language as second least preference twenty or 28.57 per cent as third least preference; fourteen or 20.00 per cent preferred language arts as their fourth least preference; fifty five or 78.57 preferred science as first least preference; six or 8.57 per cent as second and third last preference; three or 4.29 per cent preferred science as their fourth least preference. Fifty or 71.42 preferred social studies as first least preference; seven or 10.00 preferred social studies as first least preference; six or 8.57 per cent preferred social studies as their fourth least preference. A significant factor is that fifty preferred mathematics as fourth least preference to the fourteen or 20.00 per cent who preferred language arts as their fourth least preference.

#### Reasons why adults stopped school

Tremendous obstacles have forced individuals to discontinue education in their earlier years. They were either unaware of the advantages of education and how they might use this education for continuous growth toward maturity, or greatly confused of what learning tasks would benefit them in the future.

TABLE 12

DISTRIBUTION OF SUBJECTS OF LEAST PREFERENCE  
CHOSEN BY ADULTS

Subjects	<u>1st Choice</u>		<u>2nd Choice</u>		<u>3rd Choice</u>		<u>4th Choice</u>		Total Number	Per Cent of Total
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent		
Mathematics and/or arithmetic	5	7.14	5	7.14	10	14.29	50	14.29	70	99.99
Language Arts English grammar, Reading, Writing	30	42.85	6	8.57	20	28.57	14	20.00	70	99.99
Science (General)	55	78.57	6	8.57	6	8.57	3	4.29	70	100.00
Social Studies (History, Geography)	50	71.42	7	10.00	7	10.00	6	8.57	70	99.99

The data in Table 13 showed the distribution of reasons adults participating in this study stopped school. Twenty or 28.57 per cent indicated lack of interest; sixteen or 22.86 indicated financial reasons; six or 8.57 per cent indicated parental pressure; fourteen or 20.00 per cent indicated they were needed

TABLE 13

## DISTRIBUTION OF REASONS ADULTS STOPPED SCHOOL

Reasons	Number	Per Cent of Total
Lack of interest	20	28.57
Financial reasons	16	22.86
Parental pressure	6	8.57
Needed at home	14	20.00
Needed to work	14	20.00
Other	0	0
Total	70	100.00

at home; fourteen or 20.00 per cent indicated they needed to work. Further, Table 13 shows that fifty per cent of the adults stated that their reasons for stopping school was lack of interest.

Expressed preference of books  
by adults in this study

The preferences of books were placed into three major categories: (a) religious, (b) adventurous, (c) romance. Provisions were made for other desired preferences to be indicated. The data in Table 14 showed the distribution of preferences of books by adults.

TABLE 14

## DISTRIBUTION OF EXPRESSED PREFERENCE OF BOOKS BY ADULTS

Books	<u>First Choice</u>		<u>Second Choice</u>		<u>Third Choice</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Religious	36	51.43	20	28.57	14	20.00
Adventurous	10	14.29	11	15.71	49	70.00
Romance	20	28.57	36	51.43	14	20.00
Other	0	0	0	0	0	0

The data in Table 14 indicated that thirty-six or 51.43 per cent chose religious books as their first preference; twenty or 28.57 per cent indicated religious books as second preference; fourteen or 20.00 per cent indicated religious books as third preference; ten or 14.29 per cent chose adventurous books as first preference; eleven or 15.71 per cent chose adventurous books as second choice; forty-two or 70.00 per cent chose adventurous books as third preference; twenty or 28.57 per cent indicated romance books as first preference; thirty-six or 51.43 per cent indicated romance books as second preference; fourteen or 20.00 per cent indicated romance books as third preference. Further, Table 14 shows that more adults chose religious books as their first preference.

Distribution of newspapers and  
magazines read by adults

The news media provide many challenging experiences for the individuals. The newspaper and magazines in particular carry materials about many different kinds of things and so provide for a variety of interests. The newspaper can be used as another book to be studied and learned.

In Table 15 there is the distribution of newspapers, and magazines read by adults investigated in this study.

The data in Table 15 showed that twenty-five or 35.71 per cent of the adults read the Atlanta Constitution; fifteen or 21.43 per cent read the Atlanta World; six or 8.57 read the Atlanta Voice; eleven or 15.71 per cent read the Atlanta Inquirer; three or 4.29 per cent read the Atlanta Journal;

TABLE 15  
DISTRIBUTION OF NEWSPAPERS AND MAGAZINES  
READ BY ADULTS

Newspapers	Number	Per Cent of Total
Atlanta Constitution	25	35.71
Atlanta Daily World	15	21.43
Atlanta Voice	6	8.57
Atlanta Inquirer	11	15.71
Atlanta Journal	3	4.29
None	15	21.43
Total	70	100.00

  

Magazines	Number	Per Cent of Total
Ebony	10	14.29
Jet	20	28.57
Life	16	22.86
Look	4	5.71
None	20	28.57
Total	70	100.00

fifteen or 21.43 per cent did not read any newspapers.

Further, Table 15 indicate the names of magazines read by adults who participated in this study. Ten or 14.29 per cent read Ebony; twenty or 28.57 per cent read Jet; sixteen or 22.86 per cent read Life; four or 5.71 per cent read Look; twenty of 28.57 per cent read no magazines.

Distribution of reasons adults  
participated in "Basic Education Program"

The data in Table 16 indicated the reasons for adults' participating in the "Basic Education Program". Thirty or 45.88 per cent indicated education and/or social enjoyment for first choices. Ten or 14.29 per cent indicated education and/or social enjoyment for second and third choice. Twenty or 28.57 per cent indicated education and/or social enjoyment for fourth choice. Thirty or 42.85 per cent indicated "to secure a job" for first choice. Twenty or 28.57 per cent indicated "to secure a job" for second choice; nine or 12.86 per cent indicated this preference for third choice. Eleven or 15.71 per cent indicated "to secure a job" as fourth choice for participating in a "Basic Education Program". Twenty or 28.57 per cent indicated "to meet new friends" as second choice; eight or 11.42 per cent as third choice; twenty-seven percent as fourth choice; seven or 10.00 per cent indicated political education as first choice; twenty or 28.57 per cent for second choice; thirty or 42.86 per cent for third choice; three or 18.57 per cent indicated for political education as their fourth choice.

Table 16 presents data which further suggested that most of the adults investigated in this study chose to participate in a "Basic Education Program" for educational improvement, and to secure a job.

Economic status

The pressure of unemployment and idleness for millions of people shifts its emphasis to constructive use of enforced idleness. This pressure brings many changes into the lives of



TABLE 16

DISTRIBUTION OF REASONS FOR ADULTS' PARTICIPATING  
IN THE "BASIC EDUCATION PROGRAM"

Reasons	1st Choice No. Per Cent		2nd Choice No. Per Cent		3rd Choice No. Per Cent		4th Choice No. Per Cent		Total No.	Per Cent of Total
For Educational and/ or Social Im- provement	30	42.85	10	14.29	10	14.29	20	28.57	70	100.00
To secure a job	30	42.85	20	28.57	9	12.86	11	15.71	70	99.99
To meet new friends (Social)	20	28.57	15	21.43	8	11.42	27	38.57	70	99.99
For political education	7	10.00	20	28.57	30	42.86	13	18.57	70	100.00

adults who strive to survive economically in the world today.

This section will be divided into the following titles:

- (a) If adults under study were presently employed?
- (b) If adults under study ever held full employment?
- (c) Present work status of adults
- (d) Type(s) of present employment
- (e) Work status before participating in the community school
- (f) Stated reasons for unemployment
- (g) If welfare assistance is given
- (h) If satisfied with present employment
- (i) List of desired jobs for improving economic status
- (j) Salary range of yearly earnings.

Present employment of adults

The data in Table 17 indicated whether or not the seventy adults investigated in this study were employed, or if presently employed. Sixty or 85.71 per cent of the adults investigated in

TABLE 17

IF PARTICIPATING ADULTS WERE EMPLOYED OR PRESENTLY  
EMPLOYED

	Number	Per Cent of Total
Yes	60	85.71
No	10	14.29
Total	70	100.00

this study were employed in some type of occupation. Ten or 14.29 per cent were not employed at the time of this investigation.

Incidence of time  
employment

The data in Table 18 indicated whether or not the adults investigated in this study held full time employment. Sixty or 85.71 per cent of adults had been employed in some capacity. Ten or 14.29 per cent had never sought employment.

TABLE 18

INDICATION OF WHETHER ADULTS EVER HELD  
FULL TIME EMPLOYMENT

Employment	Number	Per Cent of Total
Yes	60	85.71
No	10	14.29
Total	70	100.00

Present work status of adults

The data in Table 19 indicated the present work status of the adults investigated in this study. It was found that forty-five or 64.29 per cent of adults were employed full time. Fifteen or 21.43 per cent were employed part time. Ten or 14.29 per cent were unemployed.

Type(s) of employment held by adults

The data in Table 20 indicated that the type(s) of occupation held by the adults investigated in this study. There it may be noted that thirty or 42.96 per cent of them were domestics;

TABLE 19  
PRESENT WORK STATUS OF ADULTS

Present Work Status	Number	Per Cent of Total
Employed full-time	45	64.29
Employed part-time	15	21.43
Unemployed	10	14.29
Total	70	100.01

fifteen or 21.43 per cent were laborers; ten or 14.29 per cent were skilled laborers; five or 7.14 per cent were self employed; ten or 14.29 per cent were not employed. Further,

TABLE 20  
TYPES OF EMPLOYMENT HELD BY ADULTS

Types of Employment	Number	Per Cent of Total
Domestic	30	42.86
Laborer (Construction helper, Sanitation department, etc.)	15	21.43
Skilled (Butcher, Barber, Mechanic, etc.)		
Professional (Doctor, Lawyer, Teacher, etc.)	0	0
Clerical (Secretary, Typist, etc.)	0	0
Self Employed	5	7.14
None	10	14.29
Total	70	100.01

Table 20 indicates most of the adults were employed as domestics. No adults investigated in this study were professionals.

Work status before participating  
in the community school

The data in Table 21 showed the status of employment of adults investigated in this study before participating in the community school. Specifically, it was found that ten or 14.29

TABLE 21

WORK STATUS OF ADULTS BEFORE PARTICIPATING  
IN THE COMMUNITY SCHOOL

Work Status	Number	Per Cent of Total
Employed full-time	10	14.29
Employed part-time	50	71.42
Unemployed	10	14.29
Total	70	100.00

per cent were employed full time. Fifty or 71.42 per cent were employed full time; ten or 14.29 per cent were not employed.

Further, Table 21 indicated that at the beginning of this investigation only ten per cent of the adults were employed full time. Over fifty per cent of the adults were employed only on part-time basis.

Stated reasons for unemployment

Table 22 indicated the stated reasons given for unemployment by adults investigated in this study. Responses reported there indicated that five or 7.14 per cent were unable to work.

TABLE 22

## DISTRIBUTION OF STATED REASONS FOR UNEMPLOYMENT

Reasons for Unemployment	Number	Per Cent of Total
Can't find a suitable job		
Housewife		
Attending school		
Disabled	5	7.14
Retired	5	7.14
Total	10	14.28

Five or 7.14 per cent were not employed because of retirement. Further, Table 22 indicated that out of the seventy adults investigated in this study only ten per cent were unemployed.

Extent of welfare assistance

Table 23, indicated whether any assistance was given by welfare to the adults investigated in this study. It was

TABLE 23

DISTRIBUTION OF WELFARE ASSISTANCE GIVEN TO ADULTS  
IF WELFARE ASSISTANCE WAS GIVEN

Received Assistance	Number	Per Cent of Total
Yes	10	14.28
No	60	85.71
Total	70	99.99

found that out of the seventy adults who participated in this study, only ten or 14.28 per cent received welfare assistance.

Sixty or 85.71 per cent received no welfare assistance.

Satisfaction with present employment

Information in Table 24 indicated whether adults investigated in this study were satisfied with their present employment. Responses showed that eleven or 15.71 per cent of the

TABLE 24

DEGREE OF SATISFACTION WITH PRESENT EMPLOYMENT

Satisfaction with Present Employment	Number	Per Cent of Total
Yes	11	15.71
No	59	84.29
Total	70	100.00

adults were satisfied with their present employment. Fifty nine or 84.29 per cent of the adults were not satisfied with present employment.

List of desired jobs to improve economic status

In Table 25 is the list of desired jobs of the adults investigated in this study. Responses recorded therein showed that twenty four or 35.71 per cent desired a factory job. Thirty five or 50.00 per cent desired government jobs. Ten or 14.29 per cent desired to be placed on a clerical job; ten or 14.29 per cent desired to establish their own business. It was further indicated that most of the adults investigated in this study desired government jobs.

TABLE 25

## DISTRIBUTION OF DESIRED JOBS TO IMPROVE ECONOMIC STATUS

Desired Jobs for Economic Improvement	Number	Per Cent of Total
Factory job	25	35.71
Government job	35	50.00
Clerical job	10	14.29
Own Business	0	0
Total	70	100.00

Salary range of yearly earnings

Table 26 is a representation of the salary range of yearly earnings of the seventy adults investigated in this study. The

TABLE 26

## SALARY RANGE DISTRIBUTION OF YEARLY EARNINGS OF ADULTS

Salary Range	Number	Per Cent of Total
None	10	14.29
\$1,000 to \$1,999	22	31.43
\$2,000 to \$2,999	15	21.43
\$3,000 to \$3,999	16	22.86
\$4,000 to \$4,999	7	10.00
\$5,000 and above	0	0
Total	70	100.01

data indicated that ten or 14.29 per cent had no yearly earnings. Twenty two or 31.43 per cent ranged between \$1,000 and \$1,999 yearly. Fifteen or 21.43 per cent ranged between \$2,000 to



\$2,999 yearly. Sixteen or 22.86 per cent ranged between \$3,000 to \$3,999 yearly. Seven or 10.00 per cent ranged between \$4,000 to \$4,999 yearly. No adult made a yearly earning of \$5,000 or above. It is worthy to note that most of the adults' yearly salary range was \$1,000 to \$1,999. Only ten per cent of the adults made a salary of \$4,000 to \$4,999.

#### Political Interests

Training the mind politically empodies future growth for a nation. It keeps individuals in touch with the problems of the day and the various methods proposed for its improvement. Above all, politics helps the power of readaptation to changing conditions upon them.

The section of this data will be divided into the following areas: (a) If adults are registered voters (b) Political party affiliation (c) If interested in a political office (d) Preference of person to campaign.

#### Information on adults who were registered voters

In Table 27 there is the distribution of registered voters among the adults investigated in this study. The data indicated that fifty or 71.42 per cent were registered voters. Twenty or 28.57 per cent were not registered voters. Furthermore, fifty per cent of the seventy adults investigated in this study were registered voters.

TABLE 27

## DISTRIBUTION OF REGISTERED VOTERS AMONG ADULTS

Distribution of Registered Voters	Number	Per Cent of Total
Yes	50	71.42
No	20	28.57
Total	70	99.99

Political party affiliation  
of adults

In table 28 is the record of the political party affiliation of the adults investigated in this study. There it may be noted that fifty five or 78.57 per cent of the adults were

TABLE 28

## POLITICAL PARTY AFFILIATION OF ADULTS

Political Party Affiliation	Number	Per Cent of Total
Democratic	55	78.57
Republican	15	21.43
Independent	0	0
Total	70	100.00

Democrats. Fifteen or 21.43 per cent were Republicans. No response was given in Independent party affiliation. Over fifty per cent of the adults were registered voters.

If interested in political office

The data in Table 29 indicated the interest of the adults investigated in this study in a political office. There it is revealing to note that thirty five or 50.00 per cent would run for political office, while fifteen or 21.43 per cent indicated no desire to run for political office.

TABLE 29

## IF INTERESTED IN POLITICAL OFFICE

Would You Run for Political Office?	Number	Per Cent of Total
Yes	35	50.00
No	15	21.43
Total	70	71.43

Preference of persons for  
political office

In Table 30 are the indications of the adults' preferences of persons to run for political office. Thirty-five or 50.00 per cent preferred to run for political office; fifteen or 21.43 per cent preferred not to run for political office.

TABLE 30

## PREFERENCE OF PERSON TO CAMPAIGN FOR POLITICAL OFFICE

Preference	Number	Per Cent of Total
Yes	10	14.29
No	60	85.71
Total	70	100.00

### Effectiveness of the Program

Many progressive stages in the development of the individual toward his full stature of maturity as a social being, meeting life, understanding it, deriving his more personal joys in the process. Adult programs now existing strive to meet the challenges of today's adults, and to elicit their interest for participation in such programs. The data in this section will be divided into the following areas:

- (a) Neighbors known on block
- (b) Number of neighbors participating in program
- (c) Were neighbors encouraged to come?
- (d) Assistance of the Basic Education Program in organizing personal, social and vocational needs of adults.
- (e) Access of proper materials and/or equipment used in program.
- (f) Distribution of organizations adults belong to.
- (g) Kinds of organizations in which adults hold membership
- (h) Working relationship with people on the job
- (i) The effects of the "Basic Education Program".

#### Neighbors known on block

The data in Table 31 indicated the neighbors known on block by adults participating in this study. Thirty five or five per cent knew all the neighbors on the block; twenty five or 25 per cent knew some of their neighbors; ten or 14.29 per cent knew none of their neighbors. Over fifty per cent of the adults investigated in this study knew all of the neighbors on their block.

TABLE 31

## DISTRIBUTION OF KNOWN NEIGHBORS ON BLOCK

Known Neighbors on Block	Number	Per Cent of Total
All	35	50.00
Some	25	35.71
None	10	14.29
Total	70	100.00

Number of neighbors participating  
in program

In Table 32 there is a report of adults investigated in this study, who participated in the program. Forty five or

TABLE 32

## NUMBER OF NEIGHBORS PARTICIPATING IN PROGRAM

Neighbors Participating in Program	Number	Per Cent of Total
All		
Some	45	64.29
None	10	14.29
Unknown	15	21.43
Total	70	100.01

64.29 per cent of the adults indicated that neighbors participated in program. Fifteen or 14.29 per cent showed that none of the neighbors participated in program. Fifteen or 21.43 per

cent of neighbors were unknown. Further, Table 32 indicates that over forty per cent of the neighbors participated in the program.

Extent to which neighbors  
were encouraged to come

Table 33, according to the responses, indicates whether neighbors of adults investigated in this study were encouraged to come to an adult program. Detailed inspection of the table

TABLE 33

WERE NEIGHBORS ENCOURAGED TO PARTICIPATE  
IN THE ADULT PROGRAM

Encouragement of Neighbors	Number	Per Cent of Total
Yes	50	71.42
No	20	28.57
Total	70	99.99

revealed that fifty or 71.42 per cent of the neighbors were encouraged to come to the program. Twenty or 28.57 per cent indicated no encouragement to come to the program.

Extent of assistance from the  
Basic Education Program

The data in Table 34 indicated the extent to which the adults participated, also the extent to which the participants had been assisted through the Basic Education Program. Fifty five or 78.57 per cent were assisted "greatly" through the "Basic Education Program"; ten or 14.29 per cent were assisted

TABLE 34  
ASSISTANCE ON THE BASIC EDUCATION PROGRAM

Ways of Assistance	Number	Per Cent of Total
Greatly	55	78.57
Somewhat	10	14.29
A little	5	7.14
Not at all		
Total	70	100.00

"somewhat"; five or 7.14 per cent were assisted "a little" through the program. It is worthy to note that more than fifty per cent of the adults were assisted "greatly" through the Basic Education Program.

Access of proper materials and/or equipment used in the program

In Table 35 is a report of the accessibility of proper materials and/or equipment used by adults who were investigated in this study. More specifically, sixty or 85.71 per cent of

TABLE 35  
DISTRIBUTION OF PROPER MATERIALS AND/OR  
EQUIPMENT USED IN PROGRAM

Did you have access to proper materials and/or equipment	Number	Per Cent of Total
Yes	60	85.71
No	10	14.29
Total	70	100.00

adults indicated they had access to proper materials and equipment in the program. Ten or 14.29 per cent of the adults indicated "no".

Distribution of organizations  
to which adults belong

The data in Table 36 indicated the number of organizations to which the adults investigated in this study belong. Reports or responses indicated that twenty five or 35.71 per cent of the adults investigated in this study belong to one organization; thirty five or 50.00 per cent belonged to two organizations;

TABLE 36

## DISTRIBUTION OF ORGANIZATIONS TO WHICH ADULTS BELONG

Distribution of Organizations	Number	Per Cent of Total
One	25	35.71
Two	35	50.00
Three	5	7.14
Four	0	0
Five	0	0
None	5	7.14
Total	70	99.99

thirty five or 50.00 per cent belonged to two organizations; five or 7.14 per cent were members of three organizations; five or 7.14 per cent of seventy adults were members of no organizations. The kind of organizations in which adults hold membership are reported in Table 37.



TABLE 37

## KINDS OF ORGANIZATIONS IN WHICH ADULTS HOLD MEMBERSHIP

Types of Organizations	Number	Per Cent of Total
Religious	25	35.71
Fraternal	20	28.57
Political	5	7.14
Community	10	14.29
Charitable	10	14.29
Total	70	100.00

One may note the following affiliations: twenty five or 35.71 per cent belonged to religious organizations; five or 7.14 per cent belonged to political organizations; twenty or 28.57 per cent belonged to Fraternal organizations; ten or 14.29 per cent belonged to community organizations, and ten or 14.29 per cent belonged to charitable organizations. It was interesting to note the highest percentage of adults belonged to religious and fraternal organizations.

Better work relationship  
with people on job

Table 38 shows the relationship which the investigated adults in this study enjoyed with people on jobs. Forty five or 78.57 per cent of adults had better work relationships with people on the job. Twenty or 21.43 per cent of the adults had no better work relationship with people on the job.

TABLE 38

## DISTRIBUTION OF WORK RELATIONSHIP WITH PEOPLE ON JOBS

Better Relationship	Number	Per Cent of Total
Yes	55	78.57
No	15	21.43
Total	70	100.00

The effects of the "Basic Education Program" upon adults

The data in Table 39 reflected the effects of the "Basic Education Program" upon the adults investigated in this study. They were reported in the following ways: forty five or 64.29 per cent were helped with reading skills; five or 7.14 per cent were helped a little with their reading skills; five or 7.14 per cent were not helped at all with reading skills; fifty five or 18.57 per cent indicated these skills could be used greatly in their work; ten or 14.29 per cent indicated these skills could be used somewhat in their work; four or 5.71 per cent could use these skills a little in their work; one or 7.0 per cent could use these skills very little or none at all. Forty five or 64.29 per cent indicated they were helped greatly with arithmetic skills. Fifteen or 21.43 per cent indicated they were helped a little with arithmetic skills. Six or 8.51 per cent were helped a little with arithmetic skills. Four or 5.71 per cent were not helped a little with arithmetic skills. Ten or 14.28 per cent indicated they could use help with these skills.

TABLE 39

DISTRIBUTION OF THE EFFECTS OF THE "BASIC  
EDUCATION PROGRAM" UPON ADULTS

Question Items	Effects of Program								Total	Total No. of Per Cent
	No.	Greatly %	No.	Somewhat %	No.	A Little %	No.	Not at All %		
Were you helped with reading skills?	45	64.29	15	21.43	5	7.14	5	7.14	70	100.00
Could you use these skills in your work?	55	78.57	10	14.29	4	5.71	1	7.0	70	100.00
Were you helped with your arith- metic skills?	45	64.29	15	21.43	6	8.57	4	5.17	70	100.00
Could you use them in having a good time?	10	14.28	45	64.29	10	14.28	5	7.14	70	99.99
Have they assisted you in operating your household budget?	35	50.00	16	22.86	10	14.28	9	12.86	70	100.00
Were you helped with your English skills?	37	52.86	20	28.59	7	10.00	6	8.57	70	100.00
Could you relate these skills?	42	60.00	20	28.59	4	5.71	4	5.71	70	100.01
Have they helped you in communicating with friends and relatives?	47	67.14	22	31.43	1	7.0	0	0	70	100.00
Were you helped in your writing skills?	55	78.57	10	14.29	5	7.14	0	0	70	100.00
Have you been able to use these skills in your work?	65	92.86	5	7.14	0	0	0	0	70	100.00

Ten or 14.28 per cent indicated they could use these skills greatly in having a good time. Forty-five or 64.29 per cent could use these skills a little in having a good time. Five or 7.14 per cent could not use these skills at all in having a good time.

Thirty five or 50.00 per cent of the adults indicated they were assisted greatly in operating their household budget; sixteen or 22.86 per cent indicated that they were assisted somewhat in operating their household budget. Thirty seven or 52.86 per cent were helped greatly with their English skills. Twenty or 28.59 per cent were helped somewhat with their basic English skills; seven or 10.00 per cent were helped a little with their basic English skills. Six or 8.57 per cent were not helped at all with their basic English skills. Six or 8.57 per cent were not helped at all with their basic English skills. Forty two or 60.00 per cent could relate these skills somewhat to their employer. Four or 5.71 per cent could not relate these skills at all to their employer.

Forty seven or 67.14 per cent could not use these skills to a great extent in the community among friends and relatives. Twenty two or 31.43 per cent could relate these skills somewhat in the community among friends and relatives. Only one or 7.0 per cent could relate these skills a little in the community among friends and relatives. No adults indicated they could not relate these skills at all in the community among friends and relatives. Fifty or 78.57 per cent were helped greatly with writing skills. Ten or 14.29 per cent were helped somewhat

with writing skills. Five or 7.14 per cent were helped a little with writing skills. No indication was given of adults not being helped at all with writing skills.

Sixty five or 92.86 per cent of adults indicated that they were able to use these skills greatly in their work. Five or 7.14 per cent indicated that these skills helped them somewhat in their work. No indication was shown in Table 39 that these skills helped little or not at all. Further, Table 39 indicates that a large percentage of adults investigated in this study was greatly helped in their reading skills and they were able to use the skills taught in this program to their work.

## CHAPTER III

### SUMMARY AND CONCLUSIONS

#### Recapitulation of Theoretical Basis of Study

##### Rationale

There is sufficient evidence to show that persons with low educational attainment have great difficulty in meeting the economic and social needs of society. They have limited adaptability to changing requirements of employment. Those who lack an education extending beyond the elementary school are deprived of many opportunities for personal development and participation in community affairs. Furthermore, lack of school results in lower learning capacity, higher rates of unemployment, more dependence on public welfare and insufficient literacy skills for vocational training and re-training.

The industrialized society of the United States is comprised of a vast network of rapidly moving delicate and complex machines and scientific apparatus. It requires for its efficient and effective operations not only by many educated and highly trained experts, but also a vast army of helpers who have an understanding of the relation of these machines and processes; and who can read directions and carry out instructions. This requires a good command of the skills of communication—often referred to as functional literacy. Increased literacy

is absolutely necessary to an expanding economy and technological growth. It will be broadened by understanding; it will widen the horizon and increase flexibility of the workers. It will facilitate the adjustments and retraining made necessary by technological unemployment and by lengthened periods of retirement. Basic education will open up new vistas and give new hope to that rapidly growing group of other disadvantaged persons in the population; and it will give impetus to the habit of life-long learning, thus helping to "keep the mind limber that tends to become inflexible with age".

There are many forces acting upon the individual which influence him to seek out a learning activity. Such an activity is defined as one which an individual believes has a high likelihood of producing new learning activities such as attending a lecture, reading a book, or taking a class. In other words, a motive exists. The individual then has an initial motivation. He will probably cease the learning activities and proceed to other activities. However, at any point within the scheme the individual might encounter other experiences, that could either alter the initial motivation or cause him to seek out a learning activity that would better satisfy the initial motivation.<sup>1</sup>

The policy of the "Basic Education Program" is to center its attention on the adult. Working through the state school systems as they do, the constituents of the program are able

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<sup>1</sup>Alan B. Knox and Douglas Sjorgen, "Motivation to Participate and Learn in Adult Education," Adult Education, XXI, No. 4 (Summer, 1962), 39-40.

to stretch the school systems to serve the total community including the disadvantaged adult who is sometimes the product of the failure of the school system. Classes are encouraged where the participants live, especially in existing school buildings.

The present study was concerned with factors which proved influential in motivating a group of adults in a local community to participate in a "Basic Education Program".

The writer developed a keen interest in this problem while teaching basic education to adults at the David T. Howard Community School during the school year 1966-1967. She considered executing a study that would prove pertinent as to what motivated these adults to return to school.

It is hoped that this study will be important to other persons who are concerned about the motives and factors which influenced adults to return to school. It is further hoped through the findings of this study that adults will succeed in occupational endeavors if an appropriate and meaningful curriculum is offered to challenge their needs.

The problem was designated to determine the extent to which a selected group of factors were motivational in influencing disadvantaged adults to engage in a "Basic Education Program".

The purpose of this study was to evaluate the "Basic Curriculum" in terms of expressed motivations of participating adults. A further purpose was to discover the patterns of selected factors which served as sources of motivation for the



learning of adults participating in the "Basic Education Program" offered at David T. Howard Community School. More specifically, the purposes of this study were:

1. To determine the general demographic characteristics of adults who participated in such a program.
2. To ascertain the number of adults participating in this community program for the purpose of changes of activities, pursuing specific interests, meeting of new friends, or change of methods of doing things.
3. To determine if economic and political interests of these adults were sources of motivation for participating in this program.
4. To ascertain how effective this program may be to these adults' vocational and social adjustments in the community.
5. To analyze and interpret motivational patterns of the participating adults, in regard to:
  - a. the type of "Basic Education" curriculum offered
  - b. the possible effectiveness of such a curriculum
  - c. the basic subjects which meet their interests
  - d. the types of materials and equipment needed to carry out a successful program.

The technical terms that were used in this study are defined below:

1. "Basic Education" is the process of upgrading the functional skills of listening, speaking, reading, writing and computational skills of illiterate and under-educated adults.
2. "Disadvantaged Adults" are those persons who have been underprivileged and who have under-achieved because of some cultural lag and poor social and economic conditions that exist in their surroundings.
3. "Community School" is a school which has concerns beyond the training of literature, "right minded", and economically efficient citizens who reflect the values and processes of a particular social, economic, or political setting. In addition to these basic educational tasks, it is directly concerned with improving all aspects of living in the community in all the proud meanings of that concept in the local,

state, regional, national, or international community. To attain that end, the community school is consciously used by the people of the community.

4. "Situational Factors" as referred to in this study are those factors that influence the surrounding conditions, and social circumstances that contribute to the total behavioral and life status of the subjects involved herein.

Examples would be:

- a. Higher educational attainment
  - b. Better employment
  - c. Better community relations
  - d. Improvement of social relations
  - e. Fair chance in a given society
5. "Motives" as related to this study refer to a way of describing the unity of mobilization and selectivity of an individual organism as it is directed towards a given environment. These motives are comprised of several aspects of behavior: noticing, acting, feeling, and thinking which persist over a period of time while the individual is aspiring to reach a definite goal.

This study was confined to seventy adults who participated in an adult basic education program offered at a local community school. It was limited, further, to the opinions and motives of the seventy participating adults who engaged in activities at this community school. The basic data was derived from questionnaires and interviews administered and constructed by the writer.

The locale of this study was a community in the southeastern part of Atlanta, Georgia, situated approximately four miles southeast of the university system. This community is comprised of both commercial and residential areas. Over half of the families in this area are of low income status and live in low rent housing projects of low rent apartments. The subjects

had lived in this community from one to fifteen years or longer. A large number of adults worked outside the community. There were few who were engaged in skilled labor, or business. Those few included bricklayers, taxi drivers, plumbers and welders. However, most of the adults were engaged in unskilled labor and domestic work. The total income of those adults range between 1,000 and 2,500 dollars per year.

The Descriptive-Survey Method of Research was utilized in this study. Questionnaires, and interview techniques were used to secure the specific data.

The instrument used was a questionnaire designed by the writer. Questionnaire items were designed which were suitable for obtaining data describing certain motives and situational factors which were thought to be contributory in influencing adults to participate in a "Basic Education Program". These questions were based on the purposes of the study, and the logical validity and clarity of the items were checked by the adviser of this research.

The following procedural steps were used in conducting this study:

1. Permission to conduct this study was secured from the proper school authorities.
2. Literature related to this study was surveyed and summarized.
3. A questionnaire was developed and administered by the researcher to seventy adults who attend a local community school.

- a. The researcher felt that better results would be obtained by rating the entire population of participants of the basic education program rather than the seventeen taught directly by the researcher.
  - b. The researcher suggested that each subject read the items on the questionnaire completely before deciding on an answer.
4. The questionnaire was followed by an interview designed by the writer. These interviews were taped for future clarity. The writer gathered further important information from oral interviews that helped in the explanation of points which the respondents did not make clear or apparently misunderstood while completing the questionnaire.

#### Summary of Survey of Literature

The related literature provided fundamental information upon which to rely for the study presented herein.

1. An adult education program should have as one of its major purposes the planned coordination of community group efforts, that cooperative group activity directed toward the solution of common group problems is essentially democracy in action and the proper objective of education should always be the furtherance of democratic living.

2. Adults wish to return to school in order to survive occupationally, intellectually, and spiritually.
3. Adults take classes or enroll in demanding programs of studies in order to advance themselves materially or to gain self-confidence and self-respect.
4. Many adults in the country still lack the training for living the full life that economic abundance makes possible, or for performing in sufficient number some of the most essential tasks in a complex society.
5. The proper planning of educational experiences, however, are conditioned not only by the motives that bring students to classes, but by the desirable outcomes of their educational activities as well.
6. The demands of life for which illiterates should be preparing themselves to read and write may vary from age group to age group; they probably do not vary as much between groups than among different individuals in the same group.
7. In and of itself, age distribution seems an insufficient base either for planning the curriculum or for its evaluation.
8. Every state in the union has at least one community with an outstanding education program for adults. What these communities have done can be done to greater or lesser degree by any school district. It is a direct way to work closely with business, industry,

social agencies, and professional organizations in bringing the advantages of continuing education to all adult Americans.

9. The importance of basic education for adults is that it places values upon the adult. It provides education for the illiterates and under-educated adults whose inability to speak, read, or write the English language makes them likely to become dependent on others.
10. Programs should be directed especially to persons who are: (a) unemployed workers, (b) under-employed workers, (c) public assistance recipients, and (d) head of families.
11. The community centered school is attempting to serve persons of all age levels in the evening as well as during the day. In the community school adults are able to learn to utilize the educational process as a dynamic means for improving the individual's own life; that of his community, and ultimately, the region, nation and the world.
12. Since we have the great opportunities and the awesome responsibilities which a free society offers, it should be clear that continuous learning is necessary if people are to live in a community, manage their own affairs, and have something to say about the operation of the society of which they are a part.

## Findings of the Study

Findings will be presented pursuant to purposes for which the study was designed and implemented:

1. From an investigation to determine the general demographic characteristics of adults who participated in a "Basic Education Program", it was found that:
  - a. Fifty or 71.42 per cent of the adults were born on a farm. Ten or 14.28 per cent of the adults were born in a small town. Ten or 14.28 per cent were born in a city.
  - b. Twenty or 28.57 per cent of the adults were male, and fifty or 71.42 per cent were female. Twenty or 28.57 per cent of the adults were single. Thirty or 42.85 per cent of the adults were married; fourteen or 20.000 per cent were divorced. Five or 7.14 per cent were separated and four or 4.29 per cent were divorced.
  - c. Sixty-five or 92.86 per cent of the adults had no physical disabilities. Five or 7.14 per cent had some physical disabilities.
  - d. Ten or 14.29 per cent of the adults were between eighteen and twenty-five.. Five were between twenty-six and thirty; five or 7.14 per cent were between thirty-one and thirty-five; fifteen or 21.43 per cent were between thirty-six and forty; fifteen or 21.43 per cent were between forty-one to forty-five. Twenty or 28.57 per cent of the adults were between the age of forty-six and above.
  - e. Twenty-five or 37.57 per cent of adults were heads of households and primary wage earners. Fifteen or 21.43 per cent were primary wage earners, but not heads of households; twenty or 28.57 per cent were neither heads of households nor primary wage earners.
  - f. Fifteen or 21.43 per cent of the adults lived at their present address less than one year; seventeen or 24.29 per cent of the adults lived at present address from one to five years; fifteen or 21.43 per cent from six to ten years; ten or 14.29 per cent from eleven to fifteen years; seven or 10.00 per cent sixteen to twenty years; six

or 8.57 per cent twenty years or longer.

- g. Out of seventy homes of the adults were thirteen or 18.57 per cent with no males; seven or 10.00 per cent with no females; sixteen or 22.86 per cent were males between the numbers one and three; eighteen or 25.71 per cent between the numbers one and three were girls; ten or 14.29 per cent between four and six were boys; six or 8.57 per cent between the numbers four and six were girls.
  - h. Thirty or 42.85 per cent of the adults preferred the Baptist religion; twenty-five or 35.71 per cent indicated being Methodist; five or 7.14 per cent were Roman Catholic; six or 8.57 per cent, Church of God in Christ; four or 5.71 per cent Seventh Day Adventist.
  - i. Four or 5.71 per cent of the adults own their homes; sixty-four or 91.45 rented their homes.
2. From inquiries concerning the educational data of the seventy adults investigated in this study, it was found that:
- a. Thirty or 42.85 per cent of the adults stopped in the primary grades one through three; twenty-three or 32.85 per cent stopped in the intermediate grades four and five; seventeen or 24.28 per cent stopped in the upper grades six through eight.
  - b. Fifty or 71.42 per cent of the adults preferred mathematics as first choice; ten or 14.29 per cent mathematics as second choice; five or 7.14 per cent preferred mathematics as third choice and fourth choice. Fourteen or 20.00 per cent preferred language as first choice; twenty or 28.57 per cent as second choice; six or 8.57 per cent as third choice; thirty or 42.86 per cent preferred language arts as fourth choice. Three or 4.29 per cent preferred science as first choice; six or 8.57 preferred science as second choice; fifty-five or 78.57 per cent preferred science as fourth choice. Six or 8.57 per cent preferred social studies as first choice. Seven or 10.00 per cent preferred social studies as fourth choice; 71.42 per cent preferred social studies as fourth; the same per cent preferred this as third choice.



- c. Among the subjects least preferred by the adults were science, language arts, social studies, with per cents of 78.57, 42.85, and 71.42, respectively. Mathematics received fewer or these negative responses than either of the other areas covered by the Basic Education Program.
- d. Twenty of 28.57 per cent of the adults indicated that they stopped school because of lack of interest; sixteen or 22.86 per cent indicated financial reasons; six or 8.57 per cent indicated parental pressure. Fourteen or 20.00 per cent indicated they needed to work.
- e. Six or 51.43 per cent chose religious books as their first preference; twenty or 28.57 per cent indicated religious books as second preference; fourteen or 20.00 per cent indicated religious books as third preference; ten or 14.29 per cent chose adventurous books as first preference; eleven or 15.71 per cent chose adventurous as second preference; forty-nine or 70.00 per cent chose adventurous books as third preference; twenty or 28.57 indicated romance books as first preference; thirty-six or 51.43 per cent indicated romance books as second preference. Fourteen or 20.00 per cent indicated romance books as third preference.
- f. Twenty-five or 35.71 per cent of the adults stated they read the Atlanta Constitution; fifteen or 21.43 per cent read the Atlanta World; six or 8.57 read the Atlanta Voice; eleven or 15.71 read the Atlanta Inquirer; three or 4.29 read the Atlanta Journal; fifteen or 21.43 per cent did not read any newspapers.

Ten or 14.29 read Ebony magazine; twenty or 28.57 per cent read Jet; sixteen or 22.86 per cent read Life; four or 5.71 per cent read Look. Twenty or 28.57 preferred to read no magazines.

- g. Among reasons given for participating in the "Basic Education Program", thirty or 42.85 per cent of the adults indicated securing a job as their first choice; twenty or 28.57 per cent made the choice chiefly to meet new friends; and seven or ten per cent gave first choice to political education as the motivation for coming to school. At other points in their responses it was possible to note second, third and fourth choices, the last of which was political education.

3. Responses to questions concerning economic status of adults investigated in this study yielded the following data:

- a. Sixty or 85.71 per cent of the adults indicated that they were presently employed. Ten or 14.29 per cent were not employed. Sixty of 85.71 per cent of adults had been employed in some capacity. Ten or 14.29 per cent had never sought employment. Forty-five or 64.29 per cent of adults indicated they were employed full time. Fifteen or 21.43 per cent were unemployed.
- b. Thirty or 42.96 per cent were domestics; fifteen or 21.43 per cent were laborers; ten or 14.29 per cent were skilled laborers; five or 7.14 per cent were self employed; ten or 14.29 per cent were not employed.
- c. Ten or 14.29 per cent of adults were employed full time before participating in program. Fifty or 71.42 per cent were employed part time; ten or 14.29 per cent were not employed.
- d. Five or 7.14 per cent of adults indicated they were unable to work as reasons of unemployment. Five or 7.14 per cent were not employed because of retirement. Ten or 14.28 per cent of the adults received welfare assistance. Sixty or 85.71 per cent received no welfare assistance.
- e. Eleven or 15.71 per cent of the adults were satisfied with their present employment. Fifty-nine or 84.29 per cent of the adults were not satisfied with present employment. Twenty-four or 35.71 per cent of adults desired a factory job. Thirty-five or 50.00 per cent desired a government job. Ten or 14.29 per cent desired to be placed on a clerical job; ten or 14.29 per cent desired to establish their own business.
- f. Ten or 14.29 per cent of adults had no yearly earnings. Twenty-two or 31.43 per cent ranged between \$1,000 to \$1,999 yearly. Fifteen or 21.43 per cent ranged between \$2,000 to \$2,999 yearly. Sixteen or 22.86 per cent ranged between \$3,000 \$3,999 yearly. Seven or 10.00 per cent ranged between \$4,000 to \$4,999 yearly. No adult made a yearly earning of \$5,000 and above.

4. Responses to questions concerning the political interest of adults yielded the following data:
  - a. Fifty or 71.42 per cent of adults were registered voters; twenty or 28.57 per cent were not registered voters. Fifty-five or 78.57 per cent of adults were Democrats, while fifteen or 21.43 per cent were Republicans.
  - b. Thirty-five or 50.00 per cent desired to run for political office. Ten or 14.29 per cent of the adults indicated a preference of some one to campaign for; sixty or 85.71 per cent indicated no preference.
5. Responses to questions concerning effectiveness of the program yielded the following data:
  - a. Forty-five or 64.29 per cent of adults indicated some neighbors participated in program. Ten or 14.29 per cent indicated no neighbors participated in the program; fifteen or 21.43 per cent of neighbors. Fifty or 71.42 per cent of adults encouraged their neighbors to come to the program. Twenty or 28.57 per cent did not encourage any neighbors to come.
  - b. Fifty-five or 78.57 per cent were assisted greatly through the Basic Education Program; ten or 14.29 per cent were assisted somewhat; five or 7.14 per cent were assisted a little through the program.
  - c. Sixty or 85.71 per cent of adults indicated they had access to proper materials and equipment; ten or 15.29 per cent indicated no proper materials were available.
  - d. Affiliations wherein Adult Basic Education could be helpful were the following: Twenty-five or 35.71 per cent of adults held membership in one organization; thirty-five or 50.00 per cent were members of two organizations; five or 7.14 per cent were members of three organizations; five or 7.14 per cent were members of no organizations. Twenty-five or 35.71 per cent of the group belonged to religious organizations. Five or 7.14 per cent belonged to political organizations; twenty or 28.57 per cent belonged to Fraternal organizations; and ten or 14.29 per cent belonged to charitable organizations.

- e. As a result of basic education fifty-five or 78.57 per cent reported better work relationship with people on the job; fifty or 21.43 per cent of the adults had no better relationship with people on the job.
- f. Regarding the extent to which the "Basic Education Program" had been "greatly helpful" to them the adults felt that they could give this rating to several areas. Sixty-five or 96.86 per cent of them indicated that the total program had been of great benefit to them in their work; fifty or 78.57 per cent reported having helped greatly in their writing; forty-five or 64.29 per cent felt that ~~they~~ they had been highly benefitted in reading; forty-two or sixty per cent had been helped greatly in work relationships with their employers; thirty-five or 50.00 per cent registered high approval of help gained in operating their household budgets; thirty-seven or slightly more than half of them expressed high satisfaction with their growth in English skills. Forty-five or 64.29 indicated that they had been greatly helped with arithmetic skills; and the same number felt that they could use these skills to some extent in having a good time.

Very few of the respondents indicated that the basic education experiences had not been beneficial to them; for example: only five or 7.14 per cent felt that they had been helped very little in reading, and only four or 5.71 per cent felt that the experiences were of very little help in their work.

Slightly larger percentages of the respondents felt that they had been helped "somewhat" through the program. Examples of this type of responses were: fifteen or 21.45 per cent who stated that they had been helped "somewhat" in arithmetic and sixteen or 22.85 per cent who felt that the experiences in basic education had helped them "somewhat" in operating the household budget.

### Conclusions

An interpretation of the findings into the general demographic characteristics of adults would seem to warrant the following conclusions:

- a. The adults who participated in this program, most of whom were females, were born on farms and migrated into the metropolitan area. It was concluded that most adults under study had not lived at present address for more than five years. The majority of children who lived in the home were females, though few in number.
  - b. Most of the adults in this program were married and were free of any over-riding physical difficulties. It was concluded that these adults manifested great stability in remaining together as a family.
  - c. Most of the adults who were motivated to return to school were of middle age and older. It was concluded, therefore, that older persons were desirous of continued education.
  - d. Since most adults indicated their religious preference as Baptist and all seventy adults indicated some religious preference, it was concluded that all adults under study were of some religious faith.
  - e. The majority of the adults under study indicated that they rented their homes. It may be concluded that most adults because of low economic conditions could not afford to purchase a house.
2. The findings concerning the educational data of adults under study would seem to warrant the following conclusions:
    - a. Since most adults indicated they stopped school in the primary grades, it was concluded that they had little

formal training or incentive to pursue it at an earlier age.

- b. The fact that the majority of adults indicated mathematics as first subject choice over and above the other subjects led to the conclusion that adults could manipulate mathematical skills better and could find more use for this skill in everyday life.
- c. The fact that language arts experiences were least popular with most of the adults seemed to indicate that their ability to master or comprehend the skills taught through the language arts lagged.
- d. The majority of adults indicated they stopped school because of lack of interest. It is concluded that these adults did not have the proper guidance and stimulation to continue school.
- e. In view of the fact that the majority of the adults selected religious books as first preference, it may be concluded that religion played a leading role in their lives.
- f. Most adults under study indicated the Atlanta Constitution and Ebony Magazine as their first preference among newspapers and magazines. It was concluded that they met the needs and interests of the subjects more than any other publication.
- g. Most adults indicated that their reasons for participating in the Basic Education program were for educational and/or social improvement and to secure a job.

It is concluded that these adults become aware of their educational deficiencies, which hindered them greatly in securing a job and in meeting standards set by employers.

3. The findings concerned with the economic status of the adults under study would seem to warrant the following conclusions:

- a. Since the majority of the adults indicated that they had not held full time employment before entering the "Basic Education Program", it was concluded that these adults sought full time employment after becoming aware of the necessity to improve their economic status.
- b. Most of the adults worked as domestics and only small numbers were employed as laborers or skilled workers. The writer concluded, therefore, that these persons, because of their poor educational background could not seek nor secure any jobs of high standards.
- c. Most of the adults who were not employed were retired or disabled and were recipients of welfare assistance. It was concluded that both retired and disabled persons still have a desire to further their education.
- d. A majority of the adults indicated dissatisfaction with present employment. Their preferences of jobs included factory work, government work or a clerical job. It was concluded that the desire for better jobs were sources of motivation in their pursuit of skills.

- e. Most of the adults under study ranged in yearly salary from \$1,000 to \$2,500, and since the majority of these adults were employed as domestics, it was concluded that this is the maximum salary earned from a job of this nature.
- 4. The findings concerning the political interest of adults under study supported the conclusion that no adult within this study manifested political interests that were beyond those expected of any normal citizen.
- 5. The findings concerning the effectiveness of the program seemed to warrant the conclusion that the adults had been greatly benefitted by participating in the "Adult Education Program". Supportive findings were:
  - a. That these adults manifested great interest in what the "Basic Education Program" had to offer and also wanted their neighbors to be a part of such a program.
  - b. That at many points in the study they expressed particular benefits in areas which were of significance in their daily living.
  - c. That the materials and equipment were greatly appreciated and used beyond the hours of specific instruction.
  - d. That the basic experiences seemed to have been of benefit in their religious activities and other secular pursuits.
  - e. That better work relationships and situations resulted from improved skills attained by these adults.
  - f. That they were quite frank in their appraisal of the various aspects of the program and gave overwhelming



approval to areas wherein they received immediate benefits.

- g. That appreciable numbers of adults realized that the experiences in basic education had benefits in leisure as well as work activities.

#### Implications

An interpretation of the findings and conclusions would seem to warrant the following implications:

1. Most participants were females who migrated into the metropolitan area from a smaller community.
2. If given an opportunity, older persons are eager to continue their education as well as younger ones.
3. All adults under study adhered to some religious faith, and religion played an important role in their lives.
4. The mastery of basic English skills seems to be more of a problem with many adults than the area of mathematics.
5. The cohesiveness of the group was expressed in the fact that most adults under study encouraged some neighbors to participate in the "Basic Education Program".
6. The "Basic Education Program" helped many adults greatly in the reading, writing and arithmetic skills.
7. The "Basic Education Program" helped many adults under study to interact with his social environment.

#### Recommendations

The findings, conclusions and implications stemming from this research would appear to warrant the recommendations which

follows:

1. Adults need to be educated and trained to meet the basic educational and skills requirements of entry into jobs of semi-skilled and skilled occupations; hence, the "Basic Education Program" should be continued and expanded.
2. The training system should integrate both basic literacy skills and job skills in comprehensive programs that progressively lead the trainee from zero literacy to levels required in the areas which motivates him and beyond, if his potentials permit it.
3. An important consideration of the adult occupational and training problem complex is the recruitment and encouragement of poorly motivated adults to enter and complete training as a prerequisite to productive employment. Special attention should be given to solutions to such problems.
4. Efforts to identify adult trainees and to motivate their participation in the program will call for united community action and should be a part of the total adult education movement.
5. Intensive study should be made of methods of instruction of adults, particularly in prevocational phases of training, with special emphasis upon highly individualized procedures, including tutorial, remedial, small-group and team-teaching methods.

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## VITA

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EDUCATION: A.B. Degree, Clark College,  
Atlanta, Georgia; Graduate Study,  
Atlanta University, Atlanta,  
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EXPERIENCE: Presently employed as an elementary  
school teacher in the Atlanta Public  
System.

PERSONAL INFORMATION:  
Married. One child. Member of New  
Hope African Methodist Episcopal  
Church, Atlanta, Georgia. Member  
of the Georgia Teachers' Education  
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Association, and advisor to the Blue  
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## A P P E N D I X

QUESTIONNAIRE REGARDING BASIC EDUCATION  
PARTICIPANTS

Directions:

This questionnaire has been constructed to find out from you—your reasons for participating in a "Basic Education Program". Your honest answers will be greatly appreciated and helpful to us in improving the program.

It has also been constructed so that the majority of your answers may be checked by simply placing an X beside the answer(s) most applicable to you.

DEMOGRAPHIC CHARACTERISTICS:

1. Where were you born? Check one (X)

☐ Farm

☐ Village

☐ Small Town (population under 5,000)

☐ City (population over 100,000)

2. What is your sex? (Check one) (X)

☐ Male

☐ Female

3. What is your present marital status? Check one (X)

☐ Single

☐ Divorced

☐ Widowed

☐ Married

☐ Separated

4. Do you have any physical disabilities? Check one (X)

☐ Yes

☐ No

5. In what age level are you? Check one (X)

☐ 18 to 25

☐ 26 to 30

☐ 31 to 35

☐ 36 to 40

☐ 41 to 45

☐ 46 and above

6. Do you live with your family? Check one (X)

☐ Yes

☐ No

7. If you answered 'yes' to Item 6, what position do you hold in your family? Check one (X)

☐ Head of household and primary wage earner

☐ Head of household but not primary wage earner

☐ Primary wage earner, not head of household

☐ Neither head of household nor primary wage earner

8. How long have you lived at your present address?  
Check one. (X)

☐ less than 1 year

☐ 1 to 5 years

☐ 6 to 10 years

☐ 11 to 15 years

☐ 16 to 20 years

☐ more than 20 years



9. How many children reside in your home? Check one (X)

<input type="checkbox"/> None	<input type="checkbox"/> Four
<input type="checkbox"/> One	<input type="checkbox"/> Five
<input type="checkbox"/> Two	<input type="checkbox"/> More than five
<input type="checkbox"/> Three	

10. How many children, in your home, are males? How many are females? Check one (X) in each—or both—columns.

MALES	FEMALES
<input type="checkbox"/> None	<input type="checkbox"/> None
<input type="checkbox"/> One to Three	<input type="checkbox"/> One to Three
<input type="checkbox"/> Four to Six	<input type="checkbox"/> Four to Six
<input type="checkbox"/> Seven to Ten	<input type="checkbox"/> Seven to Ten
<input type="checkbox"/> More than Ten	<input type="checkbox"/> More than ten

11. What is your religious preference? Check one. (X)

<input type="checkbox"/> Roman Catholic	<input type="checkbox"/> Church of God in Christ
<input type="checkbox"/> Methodist	
<input type="checkbox"/> Presbyterian	
<input type="checkbox"/> Seventh Day Adventist	
<input type="checkbox"/> Other	Specify: _____

12. Do you own your home? Check one (X)

☐ Yes

☐ No

13. Do you rent your home? Check one (X)

☐ Yes

☐ No

EDUCATIONAL DATA:

14. As a child, how far did you go in school? Circle one (0)

Grades: 1 2 3 4 5 6 7 8

15. As a child, what subject did you like best? (Place 1 for first choice, 2 for second choice, 3 for third choice, 4 for fourth choice).

\_\_\_\_\_ Mathematics and/or Arithmetic

\_\_\_\_\_ Language Arts (English grammar, Spelling, Reading Writing)

\_\_\_\_\_ Science (General Science, Biology, Chemistry, Physics)

\_\_\_\_\_ Social Studies (History, Geography)

\_\_\_\_\_ Other Specify: \_\_\_\_\_

16. As a child, what subjects did you like least? (Place 1 for first choice, 2 for second choice, 3 for third choice, 4 for fourth choice.)

\_\_\_\_\_ Mathematics and/or Arithmetic

\_\_\_\_\_ Language Arts (English, Spelling, Reading, Writing)

\_\_\_\_\_ Science (General Science, Biology, Chemistry)

\_\_\_\_\_ Social Studies (History, Geography)

\_\_\_\_\_ Other Specify: \_\_\_\_\_

17. Why did you stop school? Check your reason(s) (X)

\_\_\_\_\_ Lack of interest

\_\_\_\_\_ Financial reasons

\_\_\_\_\_ Parental pressure

\_\_\_\_\_ Needed at home

\_\_\_\_\_ Needed to work

\_\_\_\_\_ Other

18. What books do you like to read? (Place 1 for first choice, 2 for second choice, 3 for third choice.)

- ☐ Religious  
☐ Adventurous  
☐ Romance  
☐ Other

19. What newspapers and magazines do you read? List them.

Newspapers

Magazines

_____	_____
_____	_____
_____	_____

EDUCATIONAL DRIVES:

20. Indicate in order of importance your major reasons for participating in the "Basic Education Program". Write (1) for first reason, (2) for second reason, etc. (Rate 1-4)

- ☐ For educational and/or social improvement  
☐ To secure a job  
☐ To meet new friends (Social)  
☐ For political education

ECONOMIC STATUS:

21. Are you presently employed? Check one (X)

- ☐ Yes  
☐ No

22. Have you ever held full-time employment? Check one (X)

- ☐ Yes  
☐ No

23. What is your present work status? Check one (X)

- ☐ Employed full-time  
☐ Employed part-time  
☐ Unemployed

24. In what type(s) of occupation are you employed? Check (X)

☐ Domestic

☐ Laborer (Construction helper, Sanitation department, etc.)

☐ Skilled (Butcher, Barber, Beautician, Mechanic, etc.)

☐ Professional (Doctor, Lawyer, Teacher, etc.)

☐ Self employed

☐ None

25. What was your work status before participating in the Community School? Check one (X)

☐ Employed full-time

☐ Employed part-time

☐ Unemployed

26. If you are not employed, what are your reasons? Check (X)

☐ Can't find a suitable job

☐ Housewife

☐ Attending school

☐ Disabled

☐ Retired

27. Do you receive welfare assistance? Check one (X)

☐ Yes

☐ No

28. Are you satisfied with your present economic status? Check one (X)

☐ Yes

☐ No

29. If your answer to Item 28 is 'no', what kind of job would you like to have in order to improve your economic status?

Specify: \_\_\_\_\_

30. What salary range best applies to your yearly earnings?  
Check one (X)

☐ None  
☐ \$1,000 to \$1,999  
☐ \$2,000 to \$2,999  
☐ \$3,000 to \$3,999  
☐ \$4,000 to \$4,999  
☐ \$5,000 or above

POLITICAL INTERESTS:

31. Are you a registered voter? Check one (X)

☐ Yes  
☐ No

32. With which political party are you affiliated? Check one (X)

☐ Democratic  
☐ Republican  
☐ Independent  
☐ Other  
☐ None

33. Would you like to run for a political office? Check (X)

☐ Yes  
☐ No

34. Do you have a person in mind that you would like to campaign for or strongly support? Check one (X)

☐ Yes  
☐ No

EFFECTIVENESS OF THE PROGRAM:

35. Do you know the neighbors on your block? Check one (X)

\_\_\_\_\_ All

\_\_\_\_\_ Some

\_\_\_\_\_ None

36. How many of your neighbors are participating in this program? Check one (X)

\_\_\_\_\_ All

\_\_\_\_\_ Some

\_\_\_\_\_ None

\_\_\_\_\_ Unknown

37. Did you encourage them to come? Check one (X)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

38. Is the "Basic Education Program" assisting you in organizing your personal, social, and vocational needs? Check one (X)

\_\_\_\_\_ Greatly

\_\_\_\_\_ Somewhat

\_\_\_\_\_ A little

\_\_\_\_\_ Not at all

39. Do you think you have had access to the proper materials and/or equipment in this program? Check one (X)

\_\_\_\_\_ Yes

\_\_\_\_\_ No

40. If your answer to Item 39 was 'no', list the materials and/or equipment that you think might have been needed in the program.

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41. To how many organizations do you belong? Check one (X)

☐ One

☐ Two

☐ Three

☐ Four

☐ Five

☐ More than five

42. Check the kinds of organizations in which you now hold membership.

☐ Religious

☐ Political

☐ Fraternal

☐ Community

☐ Charitable

43. Have you experienced better working relationships with people on the job which you are now holding? Check one (X)

☐ Yes

☐ No

44. Directions:

As you think of the "Basic Education Program" there may be some parts of it that have affected you or helped you in different ways. In the columns below, look first at the part of the program in the left-hand column, then to your right check (X) whether you think you have been helped "greatly", "somewhat", "a little", or "not at all".

	Great- ly	Some- what	A lit- tle	Not at all
1. Were you helped with your reading skills?				
2. Could you use these skills in your work?				
3. Were you helped with your arithmetic skills?				
4. Could you use them in having a good time?				
5. Could you use these skills in your work				
6. Have they assisted you in operating your household budget?				
7. Were you helped with your basic English skills?				
8. Could you relate these skills to your employer?				
9. Have they helped with your communication to your friends and relatives?				
10. Were you helped with writing skills?				
11. Have you been able to use these skills in your work?				